

**For a Listing of Upcoming Board Meetings See Page vi of this Table of Contents**  
**Santa Monica-Malibu Unified School District**  
**Board of Education Meeting**  
**MINUTES**

**August 13, 2014**

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, August 13, 2014, in the District Administrative Offices: 1651 16<sup>th</sup> Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:38 p.m. in the Board Conference Room at the District Offices. At 4:42 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:45 p.m. in the Board Room.

**CLOSED SESSION** (4:30-5:30 p.m.)

**I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY**

Persons wishing to address the Board of Education regarding an item scheduled for closed session must submit the "Request to Address" card prior to the start of closed session.

**II. CLOSED SESSION** (60 minutes)

- Government Code §54956.8 (20)  
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
  - Property: 1707 4<sup>th</sup> Street, Santa Monica, CA  
Agency Negotiator: Sandra Lyon  
Negotiating Parties: Santa Monica-Malibu Unified School District (SMMUSD), PCA I, L.P.  
Under Negotiation: Price and terms of payment  
Public Comments:
    - *Duhn May addressed the board regarding this closed session item.*
- Government Code §54956.9(d)(2) (20)  
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION
  - 1 case
- Government Code §54956.9(d)(1) (5)  
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
  - Exposition Metro Line Construction Authority vs. SMMUSD & STG Three Properties, LLC; LA County Superior Court Case #BC515333
- Government Code §54957 (5)  
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54957 (10)  
PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT
  - Titles: Assistant Principal

*No action was taken during closed session.*

**OPEN SESSION** (5:30 p.m.)

**III. CALL TO ORDER**

**A. Roll Call**

Board of Education Members

Maria Leon-Vazquez – Vice President

Ralph Mechur – Vice President

Ben Allen – *left at 7:50pm*

Oscar de la Torre – *arrived at 4:50pm*

Jose Escarce – *absent*

Laurie Lieberman

Nimish Patel

4:38 pm

5:45 pm	<p><b>B. Pledge of Allegiance</b>  <i>Led by Ms. Lieberman</i></p>
5:46 pm	<p><b>IV. APPROVAL OF THE AGENDA</b>  <i>It was moved by Ms. Lieberman, seconded by Mr. Patel, and voted 6/0 (Dr. Escarce was absent) to approve the agenda. The board agreed to move Item No. A.26 to before Item No. S.01, and general public comments to after Item No. S.01.</i></p>
5:51 pm	<p><b>V. APPROVAL OF MINUTES</b>  A.01 June 25, 2014 ..... 1  July 16, 2014</p>
	<p><b>VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS</b> (0 minutes)</p>
5:56 pm	<p><b>VII. STUDY SESSION</b> (60 minutes)  These items are staff presentations and/or updates to the Board of Education.  S.01 District Advisory Committees: Follow-up on End-of-Year  Reports for 2013-14 and Goal/Direction for 2014-15 (60).....2-20  <i>Intercultural Equity and Excellence DAC</i>  <i>Special Education DAC</i>  <i>Visual and Performing Arts DAC</i></p>
	<p><b>VIII. COMMUNICATIONS</b> (15 minutes)  The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or committee representatives listed below. All reports are limited to <u>5 minutes or less</u>. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight workdays prior to the date of the meeting.</p>
	<p><b>A. Student Board Member Reports</b> (0) – <i>none present during summer months</i></p>
8:14 pm	<p><b>B. SMMCTA Update – Ms. Sarah Braff</b> (5)  <i>Ms. Braff said she was delighted to have met the seventy new teachers at the New Teachers Academy this week. She appreciated the district's efforts to reduce class sizes. She thanked Ms. Lyon for working with staff to address heat issues in non-A/C rooms. She said she was pleased that the environmental testing at MHS and Cabrillo ES were coming back negative for PCBs. The union is hopeful for the new school year. Ms. Leon-Vazquez said she looked forward to working with SMMCTA.</i></p>
	<p><b>C. SEIU Update – Ms. Keryl Cartee-McNeely</b> (5) – <i>absent</i></p>
8:20 pm	<p><b>D. PTA Council – Ms. Rochelle Fanali</b> (5)  <i>Ms. Fanali reported that she has reached out to the PTA Presidents in Malibu regarding the environmental concerns and updates, but has not yet heard back. PTA is getting ready to launch the parent engagement survey regarding how to maximize parent engagement. At the VSS PTA Chairs orientation, members heard from Educational Services regarding programs coming to the sites, thanks to VSS funds. Ms. Fanali thanked district office staff for working during the summer to help PTA plan for the new school year. In regards to the IEE DAC's report earlier in the meeting, Ms. Leon-Vazquez asked about the SchoolSmarts program. Ms. Fanali answered that all SMMUSD elementary schools will have the opportunity to participate in the program this year. She suggested that a representative from the IEE DAC serve as a liaison to the PTA Council.</i></p>

**IX. SENIOR STAFF REPORTS (25 minutes)**

8:18 pm

**A. Asst. Supt., Educational Services – Dr. Terry Deloria (5)**

*Dr. Deloria reported that there was a great deal of energy and excitement last week at the annual management team retreats as well as at the PTA VSS Chairs meeting. The room was full at the New Teachers Academy, in part due to VSS funding and to class-size reduction funding. At tomorrow's PERCS Conference, there will be over 450 teacher participants with some forty-four sessions led by forty-nine presenters, many of whom are our teachers.*

8:25 pm

**B. Assoc. Supt., Business & Fiscal Services/CFO – Ms. Janece Maez (5)**

*Ms. Maez reported on the incredible work the custodial staff has done this summer in not only preparing all for the campuses for the start of school, but also cleaning the MHS and Cabrillo ES campuses. She recognized Carey Upton, Terry Kamibayashi, and Terrance Venable for their efforts to make this all possible.*

8:28 pm

**C. Asst. Supt., Human Resources – Ms. Debra Moore Washington (5)**

*Ms. Washington commended Lila Daruty and Lynda Holeva for hosting the New Teachers Academy this week, where our district's new educators discussed classroom management and pedagogy as well as shared their teaching styles and met each other. Ms. Washington commented that the new people are coming to the district to fill positions left empty due to retirements, resignations, and teachers who were moved out of the classroom and into other positions, such as literacy coaches. Regarding the Affordable Care Act, staff has met with board members and is in contact with SMMCTA and SEIU regarding substitutes. Ms. Washington said she was looking forward to and excited about the new school year.*

8:31 pm

**D. Exec. Dir., Student & Professional Services – Dr. Mark Kelly (5)**

*Dr. Kelly introduced Ms. Tara Brown, who recently joined the district office team as the new Director of Student Services. She has immersed herself in the work of Student Services, including attending a student services boot camp-like conference. The department is continuing to process permits. Dr. Kelly reported that Los Angeles County is asking all districts in the county to sign up for the I'm In Campaign to encourage student attendance. Today, Dr. Kelly met with the Food Services Department and provided a training on school district policies. He will be conducting a similar training with the CDS staff next week. On August 4, 5, and 6, Samohi staff participated in a Restorative Justice training.*

8:34 pm

**E. Superintendent – Ms. Sandra Lyon (5)**

*Ms. Lyon reported that she attended the Special Education Department and Food and Nutritional Services training this week. She thanked the Educational Services team for all their work in getting the annual management retreat ready last week. The management team has been asked to focus on two questions: Are we a healthy organization? Are we leading change for optimum success? The districtwide welcome back convocation will be tomorrow at Barnum Hall. For getting the convocation ready, Ms. Lyon thanked her office staff, Transportation, Human Resources, Catherine Baxter, Educational Services, and Carey Upton's office. Following the convocation will be the PERCS conference. Ms. Lyon reported that staff will with principals to discuss the heat wave predicted for the first week of school and how teachers' needs can best be met. She thanked Terry Kamibayashi and Virginia Hyatt for procuring fans for non-AC rooms. Ms.*

*Lyon reiterated Ms. Maez's sentiments regarding the hard work of the Operations Department this summer. She thanked the teachers at MHS and Cabrillo ES for decluttering their rooms to allow for the BPM cleaning. She thanked Mr. Jackson and Ms. Herkner for being available on the weekends and in the evenings to meet with parents and make them feel safe and welcomed. Staff will work to schedule a time for board members to hear from the environmental experts. Our concern, Ms. Lyon asserted, is always the safety of staff and students. She announced that a town hall meeting in Malibu with an expert panel is tentatively scheduled for August 21.*

8:44 pm

**X.**

**CONSENT CALENDAR** (10 minutes)

As agreed by the President, Vice President, and Superintendent during agenda planning, consent agenda items are considered routine, require no discussion, and are normally approved all at once by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.

**Curriculum and Instruction**

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A.03	Overnight Field Trip(s) 2014-15 .....	24
A.04	Conference and Travel Approval/Ratification .....	25-26
A.05	Textbook.....	27
A.06	Approval of Special Education Contracts – 2013-2014 .....	28-30
A.07	Approval of Special Education Contracts – 2014-2015 .....	31-34

**Business and Fiscal**

A.08	Award of Purchase Orders – 2013-2014.....	35-35a
A.09	Award of Purchase Orders – 2014-2015.....	36-36h
A.10	Acceptance of Gifts – 2013/2014 .....	37-38
A.11	Forty-Five-Day Revised Budget 2014-15 .....	39
A.12	Approval of a Revised Voluntary Investigation Agreement between the Department of Toxic Substances Control (DTSC) and Santa Monica- Malibu Unified School District (SMMUSD).....	40-40m
A.13	Amendment to Contract for Bid #15.02 – Duct Cleaning at Malibu High and Cabrillo Elementary Schools – Airtek Indoor Air Solutions – Change Orders #3 and #4 .....	41
A.14	Amendment to Contract for Bid #15.01 – Exterior Stair Renovation at McKinley Elementary School by Graph Company – Change Orders #1 and #2.....	42
A.15	Approval to Purchase Two Passenger School Buses from AZ Bus Sales, Surplus the Replaced Vehicles, and Enter into a Five-Year Lease with Santander Bank for Their Purchase.....	43

**Facilities Improvement Projects**

A.16	Contract Amendment #02 for Additional Inspection Services – Edison Language Academy Project – Independent Construction Inspection – Measure BB .....	44
A.17	Contract Amendment #11 for Geotechnical Observation and Testing Services – Santa Monica High School – Science and Technology Classroom Building and Site Improvements – AMEC Environmental & Infrastructure, Inc. – Measure BB .....	45-46
A.18	Amendment to Contract – Lease Leaseback – John Adams Middle School – Replacement of Classroom Buildings E, F, & G, New Administration, Modernization & Site Improvements (Package 2B) – Swinerton Builders – Measure BB .....	47-48

A.19	Approval for Sole Source Contract – Malibu Middle-High School Athletic Field Lights – RDM Electric Company, Inc. – Measure BB .....	49
A.20	Accept Work as Completed – Multiple Purchase Orders Projects – Capital Fund & Measure BB .....	50

### **Personnel**

A.21	Certificated Personnel – Elections, Separations.....	51-59
A.22	Classified Personnel – Merit .....	60-65
A.23	Classified Personnel – Non-Merit.....	66
A.24	2014-2015 Declaration of Need for Fully Qualified Educators .....	67
A.25	Student Teaching / Internship Agreement – University of La Verne.....	68
A.26	Administrative Appointments.....	69

*Assistant Principal, Malibu High School*

*Assistant Principal, John Adams Middle School*

*Assistant Principal, Franklin Elementary School*

*Assistant Principal, Will Rogers Learning Community / BTSA Coordinator*

### **General**

A.27	Replace BP 5144.1 – Suspension and Expulsion Due Process .....	70-76
A.28	Revise BP 6177 – Summer Learning Programs.....	77-80

5:50 pm

6:43 pm

## **XI. PUBLIC COMMENTS**

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to two (2) or three (3) minutes, depending on the number of speakers. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during Public Comments, except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to twenty (20) minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in **Section XVI. CONTINUATION OF PUBLIC COMMENTS.**

- *Cindy Crawford, Jennifer deNicola, Deb Frankel, Matt deNicola, Cami Winikoff, Caren Lieb, Cassandra Wiseman, Julie Tobias, and Nicole Holland addressed the board regarding the environmental concerns at MHS. Mr. de la Torre suggested the district examine the feasibility of "green" relocatables at MHS. Ms. Leon-Vazquez reminded the board that it had agreed to follow a plan approved by the environmental agencies. Ms. Lieberman suggested that the superintendent and board leadership schedule a time for the board to hear from the environmental experts following the completion of the Post-BMP testing at MHS and Juan Cabrillo ES. Mr. Mechur suggested staff review the Measure BB schedule for the MHS project and determine the timeline for procuring relocatables.*
- *Seth Jacobson addressed the board regarding Item No. A.19 and the environmental concerns at MHS.*
- *Matthew Tapia, Rudy Tapia, Johnny Greene, Joe Casillas, Alex Gironda, Eli Bieber, Melanie Gironda, Johanna De La Rosa, and James McPherson addressed the board regarding the athletic program at Samohi, specifically the baseball team. Mr. de la Torre requested information on the vision for the Samohi athletic department.*
- *Duhn May expressed her concern about technology in the classroom and exposure from electromagnetic waves. She also addressed the board regarding the Double Tree Hotel.*
- *Marianna O'Brien encouraged the board to expand the STEM program throughout the district, and she offered to help in whatever capacity she could.*

## **DISCUSSION and MAJOR Items**

*As a general rule, items under DISCUSSION and MAJOR will be listed in an order determined by the President, Vice President, and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of order to be heard earlier in the meeting if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.*

### **XII. DISCUSSION ITEMS (40 minutes)**

These items are submitted for discussion. Any action that might be required will generally be scheduled for the next regularly scheduled Board meeting.

8:52 pm	D.01	Consider Adopting BP 0200 – Goals for the District (5).....	81-83
8:53 pm	D.02	Consider Adopting BP 0410 – Nondiscrimination in District Programs and Activities (5).....	84-86
8:54 pm	D.03	Consider Replacing BP 2210 – Administrative Discretion Regarding Board Policy Leeway in Absence of Board Policy (5).....	87-88
8:55 pm	D.04	Consider Revising AR 6159.4 – Behavioral Interventions for Special Education Students (10) .....	89-96
8:57 pm	D.05	Consider Revising BB 9150 – Student Board Members (5).....	97-99
8:59 pm	D.06	Consider Revising BB 9323 – Meeting Conduct (5) .....	100-104
9:27 pm	D.07	Consider Revising BB 9324 – Minutes and Recordings (5).....	105-107

### **XIII. MAJOR ITEMS (20 minutes)**

These items are considered to be of major interest and/or importance and are presented for action at this time. Some may have been discussed by the Board at a previous meeting.

9:27 pm	A.29	Revise 2014-15 Local Control Accountability Plan (LCAP) (10).....	108
9:29 pm	A.30	Recommendation from Board Subcommittee of Appointments to Fill Vacancies on the Financial Oversight Committee (FOC) (10).....	109

### **XIV. INFORMATIONAL ITEMS (0 minutes)**

These items are submitted for the public record for information. These items do not require discussion nor action.

I.01	Revision AR 5144.1 – Suspension and Expulsion Due Process.....	110-130
I.02	Revision AR 6146.2 – Certificate of Proficiency / High School Equivalency .....	131-133

### **XV. BOARD MEMBER ITEMS**

These items are submitted by individual board members for information or discussion, as per Board Policy 9322.

### **XVI. REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY COMMITTEES TO ADDRESS THE BOARD OF EDUCATION**

A member of the public may request that a matter within the jurisdiction of the board be placed on the agenda of a regular meeting, as per Board Policy 9322. The request shall be in writing and be submitted to the superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. The board president and superintendent shall decide whether a request is within the subject matter jurisdiction of the board. Items not within the subject matter jurisdiction of the board may not be placed on the agenda. In addition, the board president and superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

### **XVII. CONTINUATION OF PUBLIC COMMENTS**

A continuation of Section VIII, as needed. (If the number of persons wishing to address the Board of Education exceeds the time limit in section VIII, additional time will be provided in Section XVI, **CONTINUATION OF PUBLIC COMMENTS.**)

### **XVIII. BOARD MEMBER COMMENTS**

A Board member may make a brief announcement or report on his/her own activities relative to Board business. There can be no discussion under "BOARD MEMBER COMMENTS."

- *Ms. Leon-Vazquez reminded the board about the Convocation tomorrow morning at Barnum Hall. She also reminded them of the New Heroes Celebration on September 11.*
- *Ms. Leon-Vazquez answered questions about a special joint meeting planned for September 30 with the Board of Education, SMC Board of Trustees, and City Council.*

### **XIX. FUTURE AGENDA ITEMS**

Items for future consideration will be listed with the projected date of consideration. The Board of Education will be given any backup information available at this time.

### **XX. CLOSED SESSION**

The Board of Education will, if appropriate, adjourn to Closed Session to complete discussion on items listed under Section III (Closed Session) following the regular business meeting.

### **XXI. ADJOURNMENT**

It was moved by Ms. Lieberman, seconded by Mr. Mechur, and voted 2/0 (Mr. Allen and Dr. Escarce were absent) to adjourn the meeting at 9:48 p.m. in memory of Yesenia Barba, a CDS teacher who had worked for SMMUSD for sixteen years, and Sheri Myers Olmon, an SMMUSD parent who was killed in a car crash on Sunset Blvd. This meeting will adjourn to a regular meeting scheduled for 5:30 p.m. on **Thursday, August 28, 2014**, at the **District Office**: 1651 16<sup>th</sup> Street, Santa Monica, CA 90404.

Approved: \_\_\_\_\_

8/28/14

  
Vice President

  
Superintendent

***Meetings held at the District Office and in Malibu are taped and rebroadcast in Santa Monica on CityTV2, Cable Channel 20 – Check TV listing.***  
***Meetings are rebroadcast in Malibu on Government Access Ch. 3 every Saturday at 8pm.***

# SMMUSD Board of Education Meeting Schedule 2014-2015

**Closed Session begins at 4:30pm**  
**Public Meetings begin at 5:30pm**

July through December 2014					
Month	1 <sup>st</sup> Thursday	2 <sup>nd</sup> Thursday	3 <sup>rd</sup> Thursday	4 <sup>th</sup> Thursday	Special Note:
July			7/16* DO		*Wednesday, 7/16
August		8/13* DO		8/28 DO	*Wednesday: 8/13 First day of school: 8/19
September	<del>9/4* DO</del>		9/18 DO	<del>9/25* DO</del>	*9/4: MS Back to School Night *9/25: Admissions Day Holiday
October	10/2 M		10/16 DO	<del>10/30* DO</del>	*10/30: 5 <sup>th</sup> Thursday
November	11/6 M		11/20 DO		Thanksgiving: 11/27-28
December		12/11 DO		winter break	
<b>Winter Break: December 22 – January 2</b>					
January through June 2015					
<b>Winter Break: December 22 – January 2</b>					
January	winter break	1/15 DO			
February	2/5 M		2/19 DO		
March	3/5 DO		3/19 M		
<b>Spring Break: March 30 – April 10</b>					
April	spring break	spring break		4/23 DO	
May	5/7 M		5/21 DO		
June		6/11 DO		6/24* DO	Last day of school: 6/5 *Wednesday: 6/24

District Office (DO): 1651 16<sup>th</sup> Street, Santa Monica.  
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu, CA



TO: BOARD OF EDUCATION  
FROM: SANDRA LYON  
RE: APPROVAL OF MINUTES

ACTION  
08/13/14

RECOMMENDATION NO. A.01

It is recommended that the Board of Education approve the following Minutes:

June 25, 2014  
July 16, 2014

June 25, 2014

MOTION MADE BY: Mr. Mecur  
SECONDED BY: Ms. Lieberman  
STUDENT ADVISORY VOTE: N/A  
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 1 (Escarce)

July 16, 2014

MOTION MADE BY: Mr. Mecur  
SECONDED BY: Ms. Lieberman  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Allen, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 1 (Escarce)  
ABSTAIN: 1 (Patel)



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## **STUDY SESSION**



TO: BOARD OF EDUCATION

STUDY SESSION

08/13/14

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES: FOLLOW-UP ON END-OF-YEAR  
REPORTS FOR 2013-14 AND GOALS/DIRECTION FOR 2014-15

STUDY SESSION ITEM NO. S.01

Attached are the end-of-year reports for the Intercultural Equity and Excellence DAC, Special Education DAC, and the Visual and Performing Arts DAC.

At the June 25, 2014, board meeting, each DAC had five minutes under Communications to summarize its report and answer clarifying questions from the Board of Education. Tonight, the DACs will have twenty minutes each to follow-up on the end-of-year report and have a discussion with the board regarding potential goals for 2014-15. The DAC chairs will relay this feedback from the board to their DACs at the first committee meetings of the school year. As per AR 1220, the board will approve the district advisory committees' goals for 2014-15 in October.

The other DACs have had or will have a similar discussion with the Board of Education during the July and August meetings.

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Intercultural Equity and Access DAC

*Marco Masoni, Chair of the committee, suggested that the committee's charges be more focused and leave less room for interpretation. He commented that the SchoolSmarts program helped develop leadership in the school district community, and he hopes the district can capitalize on this. Ms. Washington, staff liaison, said that the notes from the Community Conversation could be shared with the board members.*

Special Education DAC

*Lee Jones, Chair of the committee, requested that the Parent Handbook be posted on the website again. Dr. Deloria thanked the committee for their work with the parent survey.*

Visual and Performing Arts DAC

*Zina Josephs, a member of the committee, and Janis Gabert, Chair of the committee, read the suggested charges aloud. Mr. Patel asked staff to move forward with looking into student photo release privileges.*

**Santa Monica-Malibu Unified School District  
Board of Education Annual End-of-Year Written Report  
2013-2014  
Intercultural Equity & Excellence District Advisory Committee**

**Chair:** Marco Masoni

**Staff Liaisons:** Debra Moore Washington and Aida Diaz

**Charges:**

- Support the district's work of closing the achievement gap by assisting in the identification and elimination of inequities in educational processes and outcomes of underserved students in district schools.
- Provide a forum for the articulation of ideas and activities being implemented in the district, school sites, and the greater community to successfully meet the needs of our diverse student and parent population.
- Provide input on district and school site efforts to facilitate the building of bridges of understanding between diverse student and parent populations so that all groups feel connected to, and part of the school community.
- Report to the Board annually, and on any other occasion as necessary, on the scope of their work, and recommendations that are developed relative to their charge.

**Accomplishments to date:**

1. Continued efforts to probe and understand our own core values as members, in order to better serve the district and create a welcoming platform for increased membership on the committee itself, with the ultimate end of assisting towards the elimination of inequities. "If the BOE and district leadership focus on a few, crucial goals, significant progress can be made closing achievement gaps." Therefore, the IEEDAC focused on two major areas for which subcommittees were formed. A) Engagement of Parents/Families/Students and b) Developing Global Citizens. The first subcommittee focused on charge II, above, "provide a forum for the articulation of ideas" and the second subcommittee focused on charge III, above "facilitate the building of bridges of understanding between diverse student and parent populations." The first subcommittee essentially works with internal IEEDAC membership and the second includes participation of the extended community, such as the HRC. Charges I, II, and III are interconnected and all efforts of the IEEDAC and its subcommittees have the ultimate goal of increased student achievement.
2. Active recruitment of additional IEEDAC members (see Mid-Year 2013-14 report)
3. Alignment with the SMMUSD Equity and Access Plan and follow up on last year's activities
4. IEEDAC welcomed participation of the public, and the public voice was heard in each and every meeting, expanding outreach and communication with the public at large.
5. Community Conversation with the participation of essential groups in the district took place on Thursday, June 12. BOE/district reports given monthly at IEEDAC meetings and events in which have participated members and liaisons of this committee, have had an impact on planning this pilot forum (see Highlights, below).
6. The IEEDAC's Developing Global Citizens Ad-Hoc Committee has discussed how developing global citizens out of our students can have a significant impact, over time, in closing the achievement gap. Please see addendum, below.

**Highlight(s) to date of particular note:**

- Unpacking Cultural Proficiency beginning with training lead by DMW on November 18 and December 16, using *The Culturally Proficient School: An Implementation Guide for School Leaders* by Lindsey, Roberts, and CampbellJones (p. 57-61)
- Encouragement of parent and community involvement
- Recruitment efforts to include parents and people of color in the IEEDAC membership
- Community Conversation June 12 including production of student video. Twenty individuals

from among school and parent leadership participated, with a good cross-section of our diverse community. Purpose: to bring together school, community and parent leaders from across the district to exchange ideas and develop recommendations about ways to expand and diversity family engagement in our school communities. Agenda: Welcome, Purpose, Video, Table Talks, Report Out, Gallery Walk, Opportunities for Collaboration. Table Talks: Introductions, discussion of programs that increase parent involvement, one suggestion from each group to expand and diversify parent engagement and identify opportunities for collaboration. *Report on results pending.*

**Suggested direction for 2014-2015:**

- Meet with Samohi Ethnic Studies teacher Kitaro Webb to discuss IEEDAC support of his excellent program, with possible inclusion of former suggestions of this committee (see End-of-Year report for 2013-14).
- Bi-annual community engagement forum, with the June 12 Community Conversation as a learning tool
- Continue quest for diverse and enthusiastic membership
- Solicit input from site councils and PTA presidents from elementary, middle, and high schools to help determine best direction for the next year

**Budgetary Implications:**

- Refreshments for Community Conversation

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**Addendum**

IEEDAC Developing Global Citizens Ad-Hoc Committee Section for June 2014 Annual Report  
June 11, 2014

The IEEDAC's Developing Global Citizens Ad-Hoc Committee has discussed how Developing Global Citizens out of our students can have a significant impact, over time, in closing the "achievement gap", and how our committee's work is perfectly in line with our "Charges" to "Provide input on district and school site efforts to facilitate the building of bridges of understanding between diverse student and parent populations so that all groups feel connected to, and part of, the school community," and to "Provide a forum for the articulation of ideas and activities being implemented in the district, school sites, and the greater community to successfully meet the needs of our diverse student and parent population." Our committee feels that developing Global Citizens can help to close the "Achievement Gap" by broadening students' perspectives and views in the following ways:

- Acknowledge differences and similarities among various cultural groups
- Empower students vis a vis their own cultural heritage
- Help give students a feeling of self-worth and positive cultural identity
- Make school more interesting, fun and relevant
- Help students see how they fit into a larger global perspective
- Ease tensions related to misunderstandings over cultural differences
- Engage students in such a way that they'll be able to see how other cultures operate
- Help teachers develop a greater cultural proficiency
- Provide education in a culturally competent and inclusive manner
- Engage families and the larger community
- Make use of various modes of learning, particularly the Arts: music, dance, visual arts, and poetry

Our committee also discussed ideas and/or programs that could be implemented in SMMUSD Schools to Develop Global Citizens

- A Global Studies Program that includes curriculum for Middle School and High School students, that introduces them to Global Studies and provides classes that feed into the Global Studies and Global Citizenship Degree Programs at Santa Monica College and other colleges and universities.
- International Events & Activities that could take place at all SMMUSD schools. We agreed that we should determine: What kind of baseline data we need to collect? What would be most useful in helping to create a successful program? How can we measure cultural proficiency in students (and teachers) before and after the initiation of a "Developing Global Citizens" program? We are currently compiling information regarding efforts at SMMUSD Schools in achieving the District's Vision of Developing Global Citizens, such as:
  1. What is currently being done by the SMMUSD to address its "Vision" to help students to become Global Citizens?
  2. What are the Common Core Standards for Multicultural and Global Education? Or, where can we get this info?
  3. What ongoing initiatives are taking place at individual SMMUSD school campuses that are successfully helping to build Global Citizens?
  4. What would SMMUSD want as a Wish List for Global Studies & Citizenship? We discussed distributing a Survey to all of SMMUSD's School Principals asking them "What ongoing initiatives are taking place at your school campus that are successfully helping to build Global Citizens?" It should be noted that Santa Monica College now has Degree Programs in both Global Studies and Global Citizenship. We feel that the SMMUSD should start to implement programs and develop curriculum that feeds into these Degree Programs at SMC. Perhaps there are opportunities for new programs that can and will address this emerging area of educational, social and civic engagement.

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Community Conversation Thursday, June 12, 2014  
 PDLG Santa Monica  
 Sponsored by SMMUSD - IEEDAC

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**District Advisory Committee  
Board of Education Annual End-of-Year Written Report  
2013-14**

**SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE**

**Chair:** Lee Jones

**Staff Liaison:** Sara Woolverton

**Charges:**

Advise the Board of Education about attitudes, opinions and issues significant to the Special Education community:

- A. Hold monthly meetings open to the public and provide Spanish translation when needed
- B. Act as a conduit for flow of information between the Special Education community at large and the Board of Education.
- C. Continue to bring parent's questions and concerns to the BOE regarding curriculum and programs in math, literacy, reading and autism.
- D. Provide a forum for District staff and other speakers to share information relevant to the Special Education community
- E. To enhance District-wide outreach to Special Education parents, continue the practice of rotating meeting locations to include school sites
- F. To address topical concerns utilizing subcommittees, either Ad Hoc and/or Standing Committees, as defined by the Brown Act.
- G. Continue to review the Special Education budget with the District's Chief Financial Officer utilizing CFO's recently created Special Education specific reporting format

**Charge One**

Collaborate with district staff on providing oversight of dispersement to SE parents of the annual Special Education Parent Survey reported by K-12 Insight.

**Charge Two**

Update and expand the pre-school eligibility assessment, placement and program information for the pre-school section of The Parent Handbook. If time allows, begin update of remainder of The Parent Handbook (2006).

**Charge Three**

Continue oversight of the parent-to-parent transition plan, "High School Has Ended...Now What?" for high school students by following the distribution to parents and high school students 8<sup>th</sup> – 12<sup>th</sup> grades. All new students with IEPs should receive a copy. Update contact information where needed.

**Charge Four**

Through a member of SEDAC who is appointed to the LCAP Committee, we will continue to review information and assist in increasing communication with parents regarding District programs, LCFF (Local Control Funding Formula), Common Core and the Vision for Student Success and how they each will impact Special Education Services in the District.

**Charge Five**

Provide outreach through various channels to make SE parents aware of the work SEDAC does and know it is a place where they can help address issues related to students with IEPs. The goal is to increase membership and diversity, through community activity, social connections and informational forums.

**Accomplishments to date:**

1. SEDAC worked with Terry Deloria and K-12 Insight to create a comprehensive Special Education Program Satisfaction Survey for parents. The survey was expanded from the original charge of a "Post IEP Parent Survey" by Dr. Deloria. The survey, in English and Spanish, was completed and launched on May 20, 2014 and closed on June 3, 2014. The results will be posted on the district website the beginning of July 2014. Dr. Deloria will use the data for professional development with the school leadership team on August 4, 2014.
2. SEDAC decided to give input to the technology committee by participating in the District-Wide Survey instead of creating a separate Special Education technology survey.
3. The Ad Hoc committee continues to work on the upgrade of the pre-school section of The Parent Handbook.
4. The post-secondary transition plan, formerly called "The Parent-to-Parent Transition Plan" for high school students, was renamed "High School's Ending...Now What? - By and for Parents". Ad Hoc Chair Karen Paris, and SEDAC Chair Lee Jones worked with Joe Safier, a Beverly Hills parent, to complete the plan. It was reviewed by the Tri-Cities SELPA Director Jeanne Davis, school superintendents and Special Education directors. It was then allowed to be distributed to parents/students in Beverly Hills, Culver City, and Santa Monica. Each district was responsible for any costs incurred in the distribution of the plan. It was approved and delivered to the District in April 2014. Assistant Superintendent Terry Deloria approved the printing of the plan by the District print shop with funds from the Education Budget for SMMUSD. It is SEDAC's understanding that all district Special Education staff at middle school and high school campuses have received hard copies that are being disseminated to parents/students with IEPs in grades 8-12. All parents should have a copy of it by the start of the 2014-2015 school year. The plan is also on the SMMUSD website. The committee is immensely proud of the work of the Ad Hoc, as well as Dr. Deloria's guidance and support.
5. Through a member of SEDAC who was appointed to the LCFF committee, we have become educated in the work of that committee. In addition we have received presentation on the Common Core and the Vision for Student Success from Dr. Deloria.

**Highlight(s) to date of particular note:****Budgetary Implications:**

The printing of hard copies of the transition plan was authorized by Assistant Superintendent Terry Deloria and printed by the District print shop.

**District Advisory Committee  
Board of Education Annual End-of-Year Written Report  
2013-14  
June 11, 2014**

**VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE**

**Chair:** JANIS GABBERT

**Staff Liaisons:** DR. ELLEN EDEBURN and TOM WHALEY

**Charge for 2013-14:**

- **Support** a comprehensive PreK-12 arts education program as an integral part of the core curriculum offered to all SMMUSD students, with the arts taught as discrete disciplines as well as integrated into other subject areas.
- **Serve** as a vehicle for parents, teachers, students and community members to inform, suggest and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based PreK-12 arts education.
- **Review**, and report to the Board of Education, current SMMUSD Visual and Performing Arts program data (Dance, Music, Theatre and Visual Arts).
- **Monitor**, and report to the Board of Education, progress in the District's implementation of the Board-adopted *Arts for All* Strategic Plan.
- **Improve** communication among the District, parents and the community regarding the District's VAPA programs, particularly with underserved populations.
- **Work** to develop a VAPA network of those with experience or interest in the arts.
- **Coordinate** with School District producers of photos, videos, and recordings to publicize and archive VAPA events on [www.smmarts.info](http://www.smmarts.info).

**I. Accomplishments to date in meeting the charges:**

- The VAPA DAC has held monthly meetings and served as a vehicle for parents, teachers, students and community members to communicate with the Board of Education on matters related to PreK-12 Arts Education.
- VAPA DAC member D'Lynn Waldron continues to maintain the <http://smmarts.info> web site, which she designed in 2011, to coordinate with school district producers of photos, videos, and recordings, in order to publicize and archive VAPA events.
- VAPA DAC monitors district progress in implementing the SMMUSD Arts for All Strategic Plan to provide equitable access for all students at all grade levels to high quality instruction in dance, music, theatre, and visual arts.
- The VAPA DAC has reviewed the district's VAPA course offerings and enrollment for Fall 2013 to assess whether students had equitable access to comprehensive, sequential, standards-based K-12 Arts Education.
- The VAPA DAC sent a representative to the district's LCAP Committee in Spring 2014.
- The VAPA DAC reviewed the results of the Music Survey of 6<sup>th</sup> and 9<sup>th</sup> Grade Music Students.

**II. Highlights to date of particular note since June 2013:**

**A. Honors for district VAPA students**

**Inaugural National Youth Orchestra of the United States of America** – Two Santa Monica High School students were selected for this 2-week residency in Summer 2013, followed by a concert tour to Washington, DC, London, St. Petersburg, and Moscow. **One of the students has also been selected for the 2014 NYO-USA.**

The **2014 National High School Honors Orchestra** performed in Louisville, Kentucky in March 2014 and included 3 students from Santa Monica High School.

**National YoungArts Foundation** – Two Santa Monica High School students were among the 170 students selected from approximately 11,000 applicants nationwide as 2014 YoungArts Finalists. They were 2 of only 25 nationwide finalists in the Voice category. <http://www.youngarts.org/sites/default/files/2014YAWFinalists.pdf>

**Western Division ACDA (American Choral Directors Association)**, which includes California, Arizona, Nevada, and Utah, held its 2014 Conference in Santa Barbara in February. The ACDA High School Honor Choir (grades 10 through 12) included 1 student from Malibu High School. The Junior High Honor Choir (grades 7 through 9) will include 7 students from Lincoln Middle School. The Children's Honor Choir (grades 4 through 6) included 4 students from John Adams Middle School and 6 students from Lincoln Middle School.

**California State Summer School for the Arts** -- A Malibu High School choral student was awarded the Herb Alpert Scholarship for Emerging Young Artists in Music from the Herb Alpert Foundation and the California State Summer School for the Arts in Summer 2013. The award supports a four-year commitment totaling \$40,000 for university-level study.

**California Band Directors Association (CBDA) 2014 All-State Honor Bands** performed at the California All-State Music Educators Conference (CASMEC) in Fresno in February 2014. The All-State High School Honor Band included 10 students from Santa Monica High School. The All-State Jr. High Honor Band included 5 students from John Adams Middle School and 4 students from Lincoln Middle School. The 17 members of the CBDA 2014 All-State Jazz Band included 2 students from Santa Monica High School.

**California Orchestra Directors Association (CODA) 2014 All-State Honor Orchestras** also performed in February at CASMEC in Fresno. The CODA All-State High School Honor Orchestra included 5 students from Santa Monica High School. The CODA All-State Jr. High School Honor Orchestra included 3 students from John Adams Middle School and 4 students from Lincoln Middle School.

The **CODA 2013 Honors Symphony Orchestra** and the **CODA 2013 Honors String Orchestra** performed at the **CODA Festival** in December 2013 at the University of Redlands. The 2013 Symphony Orchestra included 31 students from Santa Monica High School. The 2013 Honors String Orchestra included 18 students from Santa Monica High School. This was the largest contingent from any single school in the state.

**Southern California School Band and Orchestra Association (SCSBOA) 2014 All-Southern Jr. High School Honor Band and Honor Orchestra** included 3 students from John Adams Middle School and 5 students from Lincoln Middle School.

**Southern California Vocal Association (SCVA) 2013 Southern Region Honor Choir** performed in Santa Monica in November. It included 1 student from Malibu High School. The **2014 Junior High/9<sup>th</sup> Grade Honor Choir** (94 singers) included 19 SMMUSD students from John Adams, Lincoln, SMASH, and Samohi. They performed on April 26, 2014 at John Adams Middle School.

**Los Angeles Music Center Spotlight Awards** – Among the 2014 semi-finalists were a student from Malibu High in Classical Voice, a student from Samohi in Non-Classical Voice, and a student from Samohi in Classical Instrumental. The semifinalists were selected from 600 applicants from all of Southern California. Ryan Roberts subsequently was named the first-place grand prize winner in the Classical Instrumental category (oboe) at the 26th Annual Music Center Spotlight Awards and performed at the Dorothy Chandler Pavilion in May 2014.

**Samohi Viking Marching Band** -- In October 2013, competing in the first field tournament of the year, the Samohi Viking Marching Band was awarded the highest honors (Sweepstakes) in the areas of Music Performance, Music Effect, Visual Effect, and Percussion. The color guard placed first in their division as well. All this culminated in the group receiving the tournament's overall Band Sweepstakes/Championship for the 1A/2A/3A division.

**Samohi Winter Guard** – In April 2014, the Santa Monica High School Winter Guard performed at the Winter Guard Association of Southern California Championships and received the gold medal for the 2014 Winter Guard competition season. The group meets five days a week before school, plus evening rehearsals, under the auspices of the Samohi Band Program. Many of these students take part in the Samohi "Viking" Marching Band first semester, and then create this competitive ensemble during the second semester.

**Drama Teachers Association of Southern California (DTASC) Shakespeare Festival** -- In April 2014, Santa Monica High School students won honorable mention in C Division, Large Group Comedy, performing a scene from *Twelfth Night* at the 2013-14 DTASC Shakespeare Festival.

**Ryman Summer Art program** - In Summer 2013, SMMUSD art students were accepted and participated in the Ryman Art program -- <http://www.ryman.org/>

**California Summer School for the Arts** – In Summer 2013, SMMUSD art students were accepted and participated in the California Summer School for the Arts -- [www.csssa.org/](http://www.csssa.org/)

**LACOROP ROP Outstanding Student Recognition** – In March 2014, five SMMUSD ROP students attended the LACOROP ROP Outstanding Student Recognition final event at Southern California Edison in Irwindale. The students participated in interview panels with business and industry representatives and presented work sample demonstrations. They also provided resumes and completed job applications, which were scored by business representatives from human resource departments. They competed against students from 66 Los Angeles County high schools. Among the awards was a silver medal to a Samohi photography student, a silver medal to a Samohi Film & Video Production student, and a bronze medal to a Malibu High photography student.

**College acceptances for art majors** – As of June 2014, Santa Monica High School college acceptances included the California College of Art, Cornish College of the Arts, Kansas City Art Institute, Maryland Institute College of Art, and the School of the Art Institute of Chicago.

## **B. Honors for district VAPA teachers in 2013-14:**

**CBDA** -- John Adams Middle School teacher Angela Woo conducted the CBDA California All-State Junior High Honor Band at the California All-State Music Education Conference (CASMEC) in Fresno in February 2014.

**CODA** -- Santa Monica High School teacher Jason Aiello served as Past President of the California Orchestra Directors Association (CODA).

**ASTA** -- Elementary music teacher Bonnie Lockrem served as Secretary of the California Chapter of the American String Teachers Association (ASTA).

### C. DAC analysis of Fall 2013 VAPA course enrollment:

Total SMMUSD K-12 enrollment for Fall 2013:	11,245 K-12 students (-156 since 2012-13)
Total enrolled in district, ROP, or SMC-funded "for credit" or district-funded VAPA classes:	7,086 students (+175) = 63% of total student enrollment <b>(+2% since 2012-13)</b>

<b><i>Elementary Schools</i></b>		
Total enrollment:		4,944 grade K-5 students (-3 since 2012-13)
Total enrolled in district-funded VAPA classes:		2,464 students (+4) = 50% of total student enrollment <b>(same as 2012-13)</b>
Dance	3 <sup>rd</sup> grade dance (Music 'n' Motion)	769 students (-65) = 16% of K-5 students <b>(+1% since 2012-13)</b>
Music	3rd, 4th, and 5th grade music	2,464 students (+4) = 50% of K-5 students <b>(same as 2012-13)</b>

#### Elementary Schools

No district-funded or district-wide K-2 or 4-5 **Dance** program.

No district-funded or district-wide K-2 **Music** program.

No district-funded or district-wide K-5 **Theatre** program.

No district-funded or district-wide K-5 **Visual Arts** program.

To fully implement the 9-year *Arts for All* plan, **all K-5 students should have access** to instruction during the school day by highly qualified teachers in all four arts disciplines: Dance, Music, Theatre, and Visual Arts.

<b><i>Middle Schools</i></b>					
Total enrollment:			2,568 grade 6-8 students (-39 since 2012-13)		
Total enrolled in district-funded "for credit" VAPA classes:			2,096 students (+149) = 81% of total school enrollment <b>(+6% since 2012-13)</b>		
	Dance	Music	Theatre	Visual Arts	
JAMS	30 (+22)	571 (+33)	0	118 year-long (+10) & 63 (-21) trimester	782 (+30) of 1,011 total students (+13) = 77% <b>(+2% since 2012-13)</b>
Lincoln MS	0	536 (-12)	0	70 year-long, 125 semester-long, and 125 quarter (+77)	856 (+65) of 1,012 total students (-53) = 85% <b>(+11% since 2012-13)</b>
Malibu MS	0	183 (+46)	22 semester-long (-11)	91 year-long & 88 trimester (+6)	384 (+41) of 469 total students (+8) = 82% <b>(+8% since 2012-13)</b>
SMASH	0	74 (+7)	0	0	74 (+7) of 76 total students (-7) = 97% <b>(+26% since 2012-13)</b>

<b><u>High Schools</u></b>					
Total Enrollment:			3,733 grade 9-12 students (-83 since 2012-13)		
Total enrolled in district, ROP, or SMC-funded "for credit" VAPA classes:			2,526 students** (+13) = 67% of total school enrollment <b>(+1% since 2012-13)</b>		
	Dance	Music	Theatre	Visual Arts	
Malibu HS	0	130 (+12)	154 (-2)	247 (+3)	531 (+13) of 694 total students (+11) = 76% <b>(same as 2012-13)</b>
Olympic HS (Some programs are not district-funded.)	0 (-10) Instruction will be offered in Spring 2014.	14 (+5)	28 (same as 2012-13)	48 (+32)	90 (+8) of 71 total students (-21) = 115% <b>(+26% since 2012-13)</b> Some students are taking more than one VAPA class, resulting in more than 100% enrollment in VAPA classes.
Santa Monica HS	161 (+5)	884 (+20)	79 (-20)	781 (-13)	1,905 (-8) of 2698 total students (-79) = 64% <b>(+1% since 2012-13)</b>

(\*\*Some high school students take more than one arts class, so the actual number of students may be somewhat lower.)

### **Secondary Schools**

No "for credit" **Dance** classes at either Lincoln, Malibu, or SMASH Middle Schools, or at Malibu or Olympic High Schools.

No "for credit" **Theatre Arts** classes at John Adams, Lincoln, or SMASH Middle Schools.

To fully implement the 9-year *Arts for All* plan, **all middle and high school students should have access** to "for credit" instruction by highly qualified teachers in all four arts disciplines: Dance, Music, Theatre, and Visual Arts.

### **D. Middle school "for credit" VAPA classes offered in 2013-14 include:**

#### **John Adams Middle School**

Dance: Dance

Music: Boys Chorus, Girls Chorus, Girls Chorus II, Honors Choir, Concert Choir, Music Conversion, Orchestra, Orchestra II, Orchestra III, Orchestra IV, Band, Band II, Concert Band, Wind Ensemble

Visual Arts: Exploratory Art, Art Foundation, Advanced Art.

Theatre: no district-funded "for credit" classes

#### **Lincoln Middle School**

Dance: no "for credit" classes

Music: Boys Chorus, Girls Chorus, Chorale II, Concert Choir, Band, Band II Brass, Band II Woodwinds, Concert Band, Wind Symphony, Intro to Strings, Orchestra, Orchestra II Violin; Orchestra II Viola, Cello, Bass; Concert Orchestra, Symphony Orchestra

Theatre: no district-funded "for credit" classes

Visual Arts: Exploratory Art 6 (quarter-long), Exploratory Art 7-8 (semester-long), Advanced Art (year-long)

#### **Malibu Middle School**

Dance: no district-funded "for credit" classes

Music: Girls Chorus, Concert Choir, Intro to Strings, Orchestra, Symphony Orchestra, Intro to Winds, Band, Wind Ensemble

Theatre: Theater Arts  
Visual Arts: Exploratory Art 6, Art

### **SMASH Middle School**

Dance: no district-funded “for credit” classes  
Music: Choir, Strings, Winds  
Theatre: no district-funded “for credit” classes  
Visual Arts: no district-funded “for credit” classes

## **E. High School “for credit” VAPA classes offered in 2013-14 include:**

### **Malibu High School**

Dance: no district-funded “for credit” classes  
Music: High School Chorale, Concert Choir, Chamber Singers (SMC); Symphony Orchestra, Wind Ensemble, Music Theory,  
Theatre: Professional Actor (ROP); Stage Craft Technology (ROP), Film Studies, Advanced Film Studies  
Visual Arts: Ceramics/Sculpture, Ceramics II, Digital Design (ROP), Digital Design II (ROP), Drawing/Painting, Studio Art Drawing AP, Studio Art 2D AP, Studio Art 3D AP, Photo (ROP), Photo II (ROP), Visual Arts, Yearbook

### **Olympic High School:**

Dance: Dance class in Spring 2014 (funded by SMMEF)  
Music: Music and Guitar classes (funded by SMMEF)  
Theatre: 20<sup>th</sup> Century History through Film; Playwriting classes (provided by the Virginia Avenue Project); Imagination Workshop (provided by UCLA)  
Visual Arts: Art classes; Intergenerational Arts Project (provided by the Santa Monica Bay Area Human Relations Council); Digital photography classes in Spring 2014 (provided by VeniceArts)

### **Santa Monica High School**

Dance: Dance, Professional Dance, Professional Dance II, Professional Dance III, (all funded by ROP)  
Music: Men’s Chorus, Women’s Chorus, High School Chorale, Chamber Singers, Madrigal Ensemble, String Orchestra, Concert Orchestra, Sinfonia Orchestra, Chamber Orchestra, Philharmonic Orchestra, Symphony Orchestra, Concert Band, Symphonic Band, Wind Symphony, Wind Ensemble, Jazz Band I and II (SMC), Marching Band, Guitar I (SMC), Guitar II (SMC), Piano I, Piano II  
Theatre: Acting; Acting II, Play Production; Technical Theater (ROP)  
Visual Arts: Ceramics, Ceramics II, Drawing, Drawing II, Drawing III, Painting, Painting II, Studio Art 2D AP, Studio Art Drawing AP, Photo (ROP), Photo II (ROP), Film/Video Production (ROP), Film/Video Production II (ROP), Digital Design (ROP), Digital Design II (ROP)

## **F. District funding for VAPA programs was maintained from 2012-13 to 2013-14.**

## **G. Non-District Funding at the High School Level:**

The following “for credit” VAPA classes are funded by the Regional Occupational Program (ROP) and Santa Monica College:

### **2013-2014 classes funded by ROP:**

- Digital Design Level 1 (1 class at Malibu High [one fewer class than in 2012-13], 4 classes at Samohi)
- Digital Design Level 2-4 (1 class at Malibu High School, 1 class at Samohi)



- Film & Video Production (no classes at Malibu High [2 **fewer classes than in 2012-13**], 2 classes at Samohi)
- Photography Level 1 (2 classes at Malibu High School, 4 classes at Samohi),
- Photography Level 2-4 (1 class at Malibu High School, 1 class at Samohi)
- Professional Acting (1 class at Malibu High School)
- Professional Dance Level 1 (3 classes at Samohi)
- Professional Dance Level 2A and 2B (2 classes at Samohi)
- Stagecraft Technology (1 class at Malibu High School)
- Technical Theater (1 class at Samohi)

**2013-2014 dual enrollment classes funded by Santa Monica College (same as 12-13)**

- Chamber Choir (Malibu High School)
- Guitar (Santa Monica High School)
- Jazz Band (Santa Monica High School)

**H. Partnerships with Non-District Benefactors**

1. **P.S. ARTS** funded programs in the Title I elementary schools for 2013-14 (K-5 Theatre at Edison Language Academy and K-5 Visual Arts at McKinley, Muir, and Will Rogers).
2. The **Santa Monica Malibu Education Foundation** “For The Arts” endowment fund contributed \$125,400 in 2012-13 to support the Robert Gilliam dance classes at John Adams, Lincoln, Malibu, and SMASH Middles Schools, as well as Malibu and Olympic High Schools; recorders for all 3<sup>rd</sup> graders; Dream Strings; Dream Winds; Music and Guitar classes at Olympic High; after-school “non-credit” Drama programs at John Adams and Lincoln Middle Schools; and “for credit” Theatre programs at Malibu, Olympic, and Santa Monica High Schools.

The Education Foundation received an estate gift of \$4.8 million in 2012. Half of it will be used to create an arts endowment to provide semi-private music instruction and the purchase and maintenance of musical instruments for disadvantaged children throughout the district. The endowment was named the Peggy Bergmann Arts Endowment Fund.

If the January 31, 2014, *Vision for Student Success* fundraising goal were met, the district planned to provide elementary schools with the following arts programs in 2014-15:

- Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade Visual and Performing Arts programs (e.g., dance, music, theatre, visual arts – per school site choice).
  - 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Visual Arts program (in addition to the district-funded 3<sup>rd</sup> through 5<sup>th</sup> grade Music program).
1. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:
    - ASCAP (American Society of Composers, Authors, and Publishers)
    - Dana and Albert R. Broccoli Foundation
    - City of Santa Monica Cultural Affairs Division
    - Ella Fitzgerald Foundation
    - Flourish Foundation
    - Gail Dorin Music Foundation
    - SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
    - Los Angeles County Arts Commission
    - Los Angeles County Music Center
    - Los Angeles Philharmonic

- Malibu Arts Angels
- Margaret Cavigga Trust
- Morgan-Wixson Theatre Y.E.S. program
- New West Symphony
- OPCC – Ocean Park Community Center
- Orchestra Santa Monica Woodwind Quintet
- Santa Monica-Malibu PTAs
- Santa Monica Arts Parents Association
- Santa Monica Boys and Girls Club
- Santa Monica City Council
- Santa Monica College: The Broad Stage and the Dual Enrollment Program
- Santa Monica Kiwanis
- Santa Monica Museum of Art
- Santa Monica-Palisades Masonic Lodge #307
- Santa Monica Playhouse
- Virginia Avenue Project

#### **I. Arts for All**

In 2013-14, the Los Angeles County Arts Commission *Arts for All* program granted \$8,000 to SMMUSD to help fund the Ballroom Madness program for 5<sup>th</sup> grade. The grant was for Muir, McKinley, Rogers and Grant.

#### **J. Current VAPA programs**

##### **1. Elementary Dance**

- There is no district-funded or district-wide Dance program for grades K-2 or 4-5.
- All 3<sup>rd</sup> graders are receiving district-funded dance instruction from Music 'N Motion in 2013-14 (2 weeks per year, during the P.E. schedule).
- 5<sup>th</sup> graders at Edison, Franklin, Grant, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, SMASH, and Webster (all but Cabrillo) received dance instruction from Ballroom Madness in 2013-14 (an increase from only 3 schools in 2009-10). A yearly culmination Team Match took place on December 20, 2013 at Barnum Hall. 1<sup>st</sup> place was won by Franklin, 2<sup>nd</sup> place by Pt. Dume, and 3<sup>rd</sup> place by Muir. The program is being funded by grants and by PTAs. Edison received support from the district for Ballroom Madness in 2013-14, as the students were unable to have outdoor PE due to construction.

##### **2. Secondary Dance**

- There are no “for credit” Dance classes at Lincoln Middle School, Malibu Middle School, SMASH, Malibu High School, or Olympic High School in 2013-14.
- John Adams Middle School offered one district-funded “for credit” Dance class in 2013-14.
- ROP funded five “for credit” Dance classes at Santa Monica High School for 2013-14. The fourth Samohi Winter Dance Showcase was presented in Barnum Hall on December 6, 2013.
- SMMEF funded the Robert Gilliam dance program, which provides once-a-week instruction as part of the Physical Education program at John Adams, Lincoln and SMASH Middle Schools, and at Malibu and Olympic High Schools. Students do not get performing arts “credit” for these Dance classes.

##### **3. Elementary Music**

- There is no district-funded or district-wide Music program for K-2.
- All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders are receiving district-funded music instruction from credentialed music teachers. All elementary schools had winter “informances” or concerts, as well as spring concerts.

- Choruses from Malibu elementary schools participated with choruses from Malibu Middle and High Schools in their winter concert.
- In November 2013, Santa Monica elementary school choirs participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera. This concert of music for children by the English composer Benjamin Britten, whose centenary is being celebrated all over the world, was part of LA Opera's *Britten 100/LA: A Celebration*, a countywide collaboration featuring performances, conferences and exhibitions.  
(<http://www.laopera.com/britten100la>)
- The district-wide Elementary Honor Band, Honor Choir, and Honor Orchestra performed in the 65<sup>th</sup> Annual Stairway of the Stars concerts at Barnum Hall in February 2014. Out of 323 performers **(+59 since 2013)**, **98 are from Title I elementary schools**: 32 from Edison, 16 from Muir, 31 from McKinley, and 19 from Rogers.
- District Elementary Music teachers were allowed to attend the California All-State Music Educators Conference (CASMEC) in Fresno on February 20-23, 2014. The annual conference included professional development clinics, honor ensemble concerts, and music industry exhibits.
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings, Dream Winds, and Dream Voice programs to provide coaches for music students at the Title I elementary schools and the middle schools.

#### 4. Middle School Music

- In November 2013, the Advanced Girls' Choirs from John Adams and Lincoln Middle Schools participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera. This concert was part of LA Opera's *Britten 100/LA: A Celebration*.
- All middle schools (John Adams, Lincoln, Malibu, and SMASH) presented high quality winter and spring band, choir, and orchestra concerts.
- Middle school band, choir, and orchestra students participated in the 65<sup>th</sup> Annual “Stairway of the Stars” concerts at Barnum Hall. The Choir Concert was on February 7, with guest conductor Dr. Albert J. McNeil. The Band Concert was on February 11, with guest conductor Dr. Thomas Lee. The Orchestra Concert was on February 13, with guest conductor Bruce Kiesling.

#### 5. High School Music

- In July 2013, the Samohi Viking Marching Band participated in the city's Main Street 4<sup>th</sup> of July Parade. In October 2013, the marching band won a field tournament Band Sweepstakes/Championship.
- In Fall 2013, other student performances included the Malibu High School Chamber Singers performing at Pepperdine University, the Samohi Bands Fall Concert, the Samohi Choir Sweet Serenade, and “The Beatles at Barnum.”
- In November 2013, the Samohi Chamber Orchestra participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera.
- In Fall 2013, 14 students at Olympic High studied music with Mark Harris of the band Venice (funded by SMMEF).
- Malibu High School and Santa Monica High School presented high quality winter and spring band, choir, and orchestra concerts.
- High school band, choir, and orchestra students participated in the three “Stairway of the Stars” concerts at Barnum Hall. The Stairway Honor Award went to the Beasley Family (Lida, Rule, and John). Internationally renowned jazz

pianist, composer, and recording artist John Beasley was the guest soloist with the Jazz Bands.

- In March 2014, the Malibu High School Chorale performed at Carnegie Hall as one of 9 choirs combining to form the National Youth Choir.

## **2. Elementary Theatre**

- There is no district-funded or district-wide Theatre program for grades K-5.
- P.S. ARTS is providing K-5 bilingual Theatre instruction at Edison Language Academy for 2013-14.
- In February 2014, the Virginia Avenue Project returned to Will Rogers Learning Community for another 10-week Creative Dramatics class.
- The Morgan-Wixson Theatre Y.E.S. program was available for district elementary schools in 2013-14.

## **3. Secondary Theatre**

- There are no district-funded “for credit” drama programs at John Adams, Lincoln, or SMASH Middle Schools.
- The district-funded “for credit” drama programs continued in 2013-14 at Malibu Middle School, Malibu High School and Santa Monica High School.
- In Fall 2013, Malibu High School presented *The Laramie Project*, and Santa Monica High School presented *Noises Off*.
- Thirty-five Santa Monica High School students participated in the Drama Teachers Association of Southern California (DTASC) Fall 2013 Festival – [http://www.cetoweb.org/dtasc\\_pages/fall\\_fest.html](http://www.cetoweb.org/dtasc_pages/fall_fest.html)
- In Fall 2013, the Virginia Avenue Project taught Playmaking at Olympic High School. Students spent 10 weeks paired with an adult mentor writing short plays, and then professional actors came to Olympic and performed the students’ plays for the entire school.
- In January 2014, the Virginia Avenue Project began teaching a 10-week Playmaking class at John Adams Middle School.
- Since 2010-11, SMMEF has co-funded with the JAMS and Lincoln PTSA an after-school “non-credit” drama program. Lincoln Middle School presented *Peter Pan: The Musical* in January 2014. John Adams Middle School presented *Oliver!* in March 2014.
- In February 2014, Malibu Middle School presented the musical *Alice in Wonderland*.
- In March 2014, Santa Monica High School presented the musical *Pippin*.
- In May 2014, Malibu High presented *Young Frankenstein*.
- In May 2014, Santa Monica High School presented *Public Domain* in the Humanities Center – theatre, music, poetry, and dance, directed and performed by Samohi students.

## **4. Elementary and Secondary Visual Arts**

- There is no district-funded or district-wide Visual Arts program for grades K-5.
- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, John Muir, and Will Rogers for 2013-14.
- In Spring 2013, 34 Malibu High School and 16 Santa Monica High School AP Art students passed the AP exam. In October 2013, representatives from the School of the Art Institute of Chicago and Cornish College of the Arts visited Santa Monica High School AP art classes to recruit students.
- In October 2013, the Santa Monica Museum of Art’s 21st “Wall Works” exhibit included student artwork from SMMUSD schools. Samohi students also participated in the Park Studio program by building a tree house.

- In November 2013, the Roberts Art Gallery at Santa Monica High School exhibited *Day of the Dead – Día de los Muertos*.
- On January 31, 2014, the 2<sup>nd</sup> Annual District-wide Art Show opened in the Roberts Gallery.
- In Spring 2014, VeniceArts, a nonprofit organization, provided a digital photography class to supplement the district-funded art classes at Olympic High School.
- Artwork by Malibu Middle School and High School students is posted at [www.MalibuHigh.org/arts\\_gallery](http://www.MalibuHigh.org/arts_gallery) -- Artwork by Santa Monica High School students is posted at: <http://www.samohi.smmusd.org/art/index.htm>
- The Samohi Senior Art Show opened in May 2014.
- The Samohi Film Festival took place at Barnum Hall in May 2014.

#### K. Communication

- **Calendar of VAPA events**

Throughout the year, information about the district's Visual and Performing Arts programs is communicated to the public, with school concerts, plays, musicals, dance performances, and art exhibits posted at <http://smmarts.info>

- **Media Coverage**

VAPA events and accomplishments during 2013-14 have been reported in the *Malibu Patch*, *Malibu Times*, *Santa Monica Daily Press*, *Santa Monica Dispatch*, *Santa Monica Lookout*, *Santa Monica Mirror*, *Santa Monica Patch*, *The Palette* (City of Santa Monica Cultural Affairs weekly e-blast), and *CMEA Magazine: The News Magazine of the California Music Educators Association*.

#### III. Suggested direction for 2014-15:

1. **Acquire permission to use images from the various school sites before the beginning of the 2014-15 school year in order to showcase the district's VAPA programs.**
2. **Maintain the Board and District commitment to the SMMUSD Arts for All Strategic Plan**, adopted unanimously by the Board of Education in 2005, even if it takes longer to achieve than originally anticipated.
3. **Implement the *Vision for Student Success* in the elementary schools with the following arts programs in the 2014-15 school year:**
  - a) **TK, Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade Visual and Performing Arts** programs (e.g., music, theatre, and visual arts – per school site choice).
  - b) **3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Visual Arts and Theatre** programs (in addition to the district-funded 3<sup>rd</sup> through 5<sup>th</sup> grade Music program).
4. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. Our district is eligible for certain grant funding because we have an administrative level coordinator in place.
5. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program. **Implement a district-wide standards-based Music program for grades TK-2.** To provide equitable access to arts instruction across the district, add a district-funded choir accompanist at SMASH Middle School, and explore offering more than one level of instrumental music instruction at SMASH Middle School.
6. **Theatre** – Maintain the current “for credit” secondary Theatre programs at Malibu Middle, Malibu High School, Olympic High School, and Santa Monica High School, as well as the non-credit after school programs at Lincoln and John Adams Middle Schools

that are co-funded by SMMEF and the PTSAs. To provide equitable access to arts instruction across the district, **add “for credit” Theatre classes at Johns Adams, Lincoln, and SMASH Middle Schools. Implement a district-wide standards-based Theatre program grades TK-5.**

7. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School. **Implement a district-wide standards-based Visual Arts program for grades TK-5.**
8. **Dance** – **Move the current district-wide 3<sup>rd</sup> grade Dance program to 4<sup>th</sup> grade, and expand dance instruction to additional grade levels.** Maintain the “for credit” dance classes at John Adams Middle School and Santa Monica High School. To provide equitable access to arts instruction across the district, **add “for credit” Dance classes at Lincoln, Malibu, and SMASH Middle Schools and at Malibu High.**
9. **Scheduling** – Maintain AM classes and summer school classes, including summer school classes in the arts. This is important for 9<sup>th</sup> and 10<sup>th</sup> graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. It serves those students who otherwise might not be able to fit these classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports.
10. **High school graduation requirements** – Change Board Policy 6146.1 – High School Graduation Requirements -- to **include at least one year of visual and performing arts classes and one year of a foreign language.**
11. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district’s own VAPA facilities guidelines, adopted in 2000.
12. **Budget Deliberations** – When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

#### **IV. Budgetary Implications:**

**The VAPA DAC strongly recommends *increasing* current funding for district-funded VAPA programs, which are an integral part of core curriculum.**

The VAPA DAC is particularly concerned that any decrease in Regional Occupational Program (ROP) funding through LACOE could severely impact arts instruction at the high schools. Given the uncertainty of future ROP funding, the VAPA DAC recommends that the district look for ways to ensure sustainable funding for these programs.

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\* Regarding VAPA standards, the **Common Core State Standards** currently consist of mathematics and English language arts -- <http://www.corestandards.org/>

**The new National Core Arts Standards were posted here on June 6, 2014:**  
<http://www.NationalArtsStandards.org/>

The National Coalition for Core Arts Standards, a partnership of organizations and states, led the revision of the 1994 National Standards for Arts Education. Media Arts was added to Dance, Music, Theatre, and Visual Arts. The leadership team consisted of representatives from the American Alliance for Theatre and Education, Arts Education Partnership,

Educational Theatre Association, National Art Education Association, National Association for Music Education, National Dance Education Organization, State Education Agency Directors of Arts Education, The College Board, and Young Audiences.

The California Department of Education posts the skills, knowledge, and abilities in Dance, Music, Theatre, and the Visual Arts that all students should be able to master here:

<http://www.cde.ca.gov/ci/vp/>

The SMMUSD VAPA Curriculum is posted here:

<http://smmusd.org/vapa/curriculum/index.html>

#### **VAPA DAC Members for 2013-14**

Deborah Berek

Allison Diftler

Scott Ferguson

Patricia Finer

Janis Gabbert, Chair

Zina Josephs, Secretary

Kathryn Kert Green

Cristyne Elizabeth Lawson

Bambi Martins

Brian Murphy

Lori Nafshun

Terry Norton-Wright

John Redfield

Alisa Stewart, Vice Chair

D'Lynn Waldron

#### **Board Liaisons:**

Ralph Mechur

Nimish Patel

#### **Staff Liaisons:**

Dr. Ellen Edeburn

Tom Whaley

#### **Administrative Assistant:**

Brenda Carrillo





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## **CONSENT ITEMS**



TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / JANECE L. MAEZ / STUART SAM

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2014-15 budget.

<b>Contractor/ Contract Dates</b>	<b>Description</b>	<b>Site</b>	<b>Funding (Measure BB)</b>
Simpson Gumpertz & Heger  Contract Amendment #1 for \$10,500 Total contract not to exceed: \$50,500 (original contract for \$40,000 approved on 7/16/14)	Testing Consultant	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802- XXX-2600  Funded from Hard Costs
Neil Perlmutter and Associates  Contract Amendment #4 for \$89,000 Total contract not to exceed: \$429,000 (Original contract for \$65,000 approved on 11/4/10)	Serve as Senior Architect heading Measure BB change order review unit	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802- XXX-2600

<b>Contractor/ Contract Dates</b>	<b>Description</b>	<b>Site</b>	<b>Funding</b>
Family Services of Santa Monica  9/8/14 – 5/18/15  Not to exceed \$6,750	Student counseling and mediation. Weekly meetings with principal	SMASH	01-00010-0-03100- 10000-5802-009-4090 (School Adm.)
UCLA Center X  8/14/14 – 6/12/15  Not to exceed: \$23,400	UCLA Mathematics Project PD for teaching staff during school year 2014-2015.	Educational Services	01-90180-0-11100- 10000-5802-030-1300 (RGK Fndn.)
California Conference for Equality and Justice  6/23/14 – 8/6/14  Not to exceed: \$30,100	Provide all Santa Monica High School teachers and school staff with training in Restorative Justice Community Building	Educational Services	01-00030-0-11100- 10000-5802-030-1300 (LCFF Supplemental Grant)

<p>Fagen Friedman &amp; Fulfroft, LLP</p> <p>7/1/14 – 6/30/15</p> <p>Not-to-exceed hourly amount as follows:  \$205-\$225 (associate),  \$250-\$275 (partner),  \$275 (of-counsel),  \$125-\$145 (paralegal/law clerk),  \$160 (education consultant),  \$210 (communication services consultant)</p>	<p>Legal Services to support communications work or educational consultant services.</p>	<p>Superintendent's Office</p>	<p>01-00000-0-00000-71500-5802-020-1200 (General – Superintendent)</p>
<p>Beck &amp; Graboski Design Office (Terry Graboski)</p> <p>7/1/14 – 6/30/15</p> <p>Not to exceed: \$5,700</p>	<p>Logo Design: Develop simple style guide to introduce and guide users on how to implement, develop, and use the new SMMUSD logo.</p>	<p>Superintendent's Office</p>	<p>01-00000-0-00000-71500-5802-020-1200 (General – Superintendent)</p>
<p>Leadership Associates</p> <p>7/1/14 – 6/30/15</p> <p>Not to exceed: \$15,000</p>	<p>Contract services to provide executive coaching services, conduct Board/Superintendent governance workshops &amp; Superintendent/Board evaluations.</p>	<p>Superintendent's Office</p>	<p>01-00000-0-00000-71500-5802-020-1200 (General – Superintendent)</p>
<p>Dona-Rae Richwine</p> <p>8/1/14 – 6/30/15</p> <p>Not to Exceed: \$17,000 (Hourly Rate \$60)</p>	<p>To assess new students for nutritional deficiencies including overweight, underweight, iron and lead status, and dental cavities within 90 days of enrollment. Meet and counsel parents of high risk children. Participate in interdisciplinary meetings and other meetings/events relevant to student success</p>	<p>Child Development Services</p>	<p>12-52101-0-85000-31400-5802-070-2700 (Head Start Basic) \$12,000</p> <p>13-53100-0-00000-3700-5802-057-2570 \$5,000</p>
<p>Dana Jacobson</p> <p>08/01/14 to 6/30/15</p> <p>Not to Exceed: \$20,000 (Hourly Rate \$75)</p>	<p>To conduct parent workshops, in-service trainings for staff, teacher observations and consultation, mental health referrals and services for families and students, referrals for special education services, completion of paperwork including input of ChildPlus data. Ongoing communication and referrals to community agencies, maintaining and potentially creating new partnerships</p>	<p>Child Development Services</p>	<p>12-52101-0-85000-31400-5802-070-2700 (Head Start Basic)</p>

City of Los Angeles  7/1/14 to 6/30/15  Not to Exceed: \$6,000 (500 per month for 12 months)	Ground lease agreement for the Child Development Services Department including Head Start/Woods Preschool	Child Development Services	12-52101-0-85000-82000-5600-070-2700 (Head Start)
Ballroom Madness Danny Ponickly  9/1/14 to 12/31/14  Not to exceed: \$50,000	Ballroom dancing lessons for all 5 <sup>th</sup> graders district wide.	Educational Services	<u>\$25,000</u> : 01-90251-0-17000-10000-5802-030-1300 (LA county Arts Commission)  <u>\$25,000</u> : 01-00020-0-11100-10000-5802-030-1300 (VSS)

MOTION MADE BY: Mr. de la Torre  
 SECONDED BY: Mr. Mechur  
 STUDENT ADVISORY VOTE: N/A  
 AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
 NOES: 0  
 ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION  
FROM: SANDRA LYON / TERRY DELORIA  
RE: OVERNIGHT FIELD TRIP(S) 2014-2015

ACTION/CONSENT  
08/13/14

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2014-2015 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/ Teacher	Cost Funding Source	Subject	Purpose of Field Trip
Santa Monica High  9 <sup>th</sup> – 12 <sup>th</sup>  14	Mammoth Mountain, CA  8/9/14-8/13/14	Eva Mayoral, Tania Fischer	\$150 per student paid through Viking Fund – Track	Physical Education	Cross country camp for the top seven girls and boys varsity athletes to train in an altitude setting and prepare for the track season.

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve/ratify the following Requests for Absence on District Business (Conference and Travel) forms.

COMMENTS: Entries are alphabetical, by employee last name. In addition to the employee's name and site/location, each entry contains the following information: name, location and date (s) of the conference, complete account code, fund and program names, and the total estimated cost as provided by the site administrator. The average cost for substitute teachers is \$130/day. This figure is furnished for informational purposes and does not reflect the actual amount paid for an individual substitute.)

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BRADFORD, Maureen</u> Ed Services No Cost to District	CAASPP Smarter Balanced Field Test Focus Groups Sacramento, CA July 23, 2014	\$0
<u>DELORIA, Terry</u> Ed Services No Cost to District	Capitol Advisors Workshops Downey, CA July 17, 2014	\$0
<u>GATES, Janie</u> Adult Education 11-00000-0-41100-10000-5220-095-2950 Adult Ed Fund- Function: Instruction	Orientation for the Federal Grant-2014/2015 Workforce Investment Act Sacramento, CA August 14, 2014	\$700
<u>GRIEGO, Orlando</u> Food and Nutrition Services No Cost to District	SFS Pac Food Safety and Sanitation Training Fullerton, CA July 31, 2014	\$0
<u>HYATT, Virginia</u> Purchasing Department 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	SCG-Gathering of Green Team Downey, CA August 14, 2014	\$31 <b>Mileage Only</b>
<u>MAEZ, Jan</u> Business Services 01-00000-0-00000-73000-5220-050-1500 General Fund- Function: Business Services	PIPS Board of Directors Sacramento, CA 11/12/14, 2/04/15, 5/06/15	\$1,530 Expenses will be reimbursed by PIPS
<u>PANISH, Adam</u> Malibu High 01-00010-0-11100-27000-5220-010-4100 General Fund- Resource: Formula	Pacific Advanced Placement Institute Seaside, CA June 24 – 27, 2014	\$775

<u>SILVESTRI, Marisa</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	Southern California AP Institute Palos Verdes, CA August 4 – 7, 2014	\$775
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<b>Adjustments</b> (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<b>NONE</b>		

<b>Group Conference and Travel: In-State</b> * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>DELORIA, Terry</u> <u>+6 Additional Staff</u> District Office 01-07090-0-00000-10000-5220-030-1300 01-00000-0-00000-71500-5220-020-1200 General Fund- Resource/Function: LCAP/Superintendent	2 <sup>nd</sup> Annual California STEM Symposium San Diego, CA September 21 – 23, 2014	\$7,500
<u>HO, Pat</u> <u>+2 Additional Fiscal Staff</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Fiscal Services	How to Excel at Managing and Supervising People Anaheim, CA Pat Ho (August 19 – 20, 2014) Elhamy Tanios (August 27 – 28, 2014) Gerardo Cruz (September 8 – 9, 2014)	\$1,100
<u>LYON, Sandra</u> <u>+2 Additional Staff</u> District Office 01-00000-0-00000-71100-5220-020-1200 01-00000-0-00000-73000-5220-050-1500 General Fund- Function: Board/Business Services	Bond Ratings Meeting San Francisco, CA July 10, 2014	\$830
<u>LYON, Sandra</u> <u>+2 Additional Staff</u> District Office 01-00000-0-00000-71100-5220-020-1200 General Fund- Function: Board	School Services of California: 36 <sup>th</sup> Annual School Finances and Management Conference Anaheim, CA July 16, 2014	\$800

<b><u>Out-of-State Conferences: Individual</u></b>		
<b>NONE</b>		

<b><u>Out-of-State Conferences: Group</u></b>		
<b>NONE</b>		

MOTION MADE BY: Mr. de la Torre  
 SECONDED BY: Mr. Mechur  
 STUDENT ADVISORY VOTE: N/A  
 AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
 NOES: 0  
 ABSENT: 2 (Allen, Escarce)



TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: TEXTBOOKS

RECOMMENDATION NO. A.05

It is recommended that the textbooks listed below be adopted for the Santa Monica-Malibu Unified School District.

COMMENT: In accordance with the Board of Education policy, the textbooks(s) listed below has been on public display for the past two weeks in the Educational Services Department at 1638 – 17<sup>th</sup> Street, Santa Monica, CA 90404.

**Multivariable Calculus** 10<sup>th</sup> edition: Grade 12, by Ron Larson and Bruce Edwards, Publisher Cengage Learning. Adoption requested by high school calculus math committee

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2013-2014

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2013-2014 as follows:

**NPS**

2013-2014 Budget 01-65000-0-57500-11800-5125-043-1400

2013-2014 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
Excelsior Youth Center	7131049266	RTC	97-SPED14153	\$209

Amount Budgeted NPS 13/14		\$ 1,688,000
Amount Budgeted Mental Health Services 13/14		\$ 735,000
Total Budgeted		\$ 2,423,000
Prior Board Authorization as of 7/16/14		\$ 2,414,493
	Balance	\$ 8,507
Positive Adjustment (See Below)		\$ 0
		\$ 8,507
Total Amount for these Contracts		\$ 209
	Balance	\$ 8,298

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2013-2014 in the amount of \$395,285 as of 7/16/14					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

**NPA**

2013-2014 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA 13/14		\$ 1,162,000
Prior Board Authorization as of 7/16/14		\$ 1,089,301
	Balance	\$ 72,699
Positive Adjustment (See Below)		\$ 0
		\$ 72,699
Total Amount for these Contracts		\$ 0
	Balance	\$ 72,699

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2013-2014 in the amount of \$83,483 as of 7/16/14					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

**Instructional Consultants**

2013-2014 Budget 01-65000-0-57500-11900-5802-043-1400

2013-2014 Budget 01-33100-0-57500-11900-5802-044-1400

<b>Instructional Consultant</b>	<b>SSID</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>
Zack Wimpee	8103148738	Behaviour 1:1	4-SPED14005	\$648

Amount Budgeted Instructional Consultants 13/14	\$ 336,920
Amount Budgeted Instructional Consultants 13/14	\$ 25,080
Total Budgeted	\$ 362,000
Prior Board Authorization as of 7/16/14	\$ 356,291
Balance	\$ 5,709
Positive Adjustment (See Below)	\$ 0
	\$ 5,709
Total Amount for these Contracts	\$ 648
Balance	\$ 5,062

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2013-2014 in the amount of \$9000 as of 7/16/14					
<b>Instructional Consultant</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Reduce (R) Eliminate (E)</b>	<b>Adjusted Amount</b>	<b>Comment</b>

**Non-Instructional Consultants**

2013-2014 Budget 01-65000-0-57500-11900-5890-043-1400

2013-2014 Budget 01-56400-0-00000-39000-5802-043-1400

<b>Non-Instructional Consultant</b>	<b>SSID</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>
Parent Reimbursement	4588763657	Therapeutic Visit	58-SPED14149	\$98
Parent Reimbursement	2063957545	Therapeutic Visit	64-SPED14157	\$1,105
Parent Reimbursement	2063957545	Therapeutic Visit	65-SPED14158	\$612
Beatrice Braun - Auditory Processing Center of Pasadena	9155041301	IEE & IEP attendance	59-SPED14149	\$120

Amount Budgeted Non-Instructional Consultants 13/14	\$ 247,000
Amount Budgeted Non-Instructional Consultants 13/14	\$ 20,000
Total Budgeted	\$ 267,000
Prior Board Authorization as of 7/16/14	\$ 310,199
Balance	\$ -63,199
Positive Adjustment (See Below)	\$ 0
	\$ -63,199
Total Amount for these Contracts	\$ 1935
Balance	\$ -65,133

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2013-2014 in the amount of \$37,530 as of 7/16/14					
<b>Non- Instructional Consultant</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Reduce (R) Eliminate (E)</b>	<b>Adjusted Amount</b>	<b>Comment</b>

**Legal**

2013-2014 Budget 01-65000-0-57500-11900-5820-043-1400

<b>Legal Contractor</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>

Amount Budgeted Legal Services 13/14		\$	370,000
Prior Board Authorization as of 7/16/14			<u>370,000</u>
	Balance	\$	0
Adjustments for this period		\$	<u>0</u>
		\$	0
Total Amount for these Contracts		\$	<u>0</u>
	Balance	\$	0

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
There has been a reduction in authorized expenditures of Legal Services contracts for FY 2013-2014 in the amount of \$ 0 as of 7/16/14				
<b>Legal Contractor</b>	<b>Contract Number</b>	<b>Reduce (R) Eliminate (E)</b>	<b>Adjusted Amount</b>	<b>Comment</b>

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendations for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2014-2015

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2014-2015 as follows:

**NPS**

2014-2015 Budget 01-65000-0-57500-11800-5125-043-1400

2014-2015 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
The Academy for Advancement of Children with Autism	5103152572	NPS	8-SPED15019	\$149,529
The Academy for Advancement of Children with Autism	6019282394	NPS	9-SPED15020	\$90,055
The Echo Center	9344198531	NPS	15-SPED15030	\$27,859
Casa Pacifica	8103127678	RTC	17-SPED15034	\$4,429
Logan River Academy	4128283800	RTC	16-SPED15032	\$95,641
Youth Care of Utah	4588763657	RTC	12-SPED15026	\$168,945
Youth Care of Utah	2063957545	RTC	13-SPED15027	\$153,282
San Diego Center for Children	9103162601	RTC	10-SPED15021	\$190,489
<del>The Learning Clinic*</del>	<del>7103131716</del>	<del>RTC</del>	<del>5-SPED15005</del>	<del>\$143,904</del>
The Learning Clinic*	7103131716	RTC	3-SPED15005*	\$143,904
*Correction to <b>Contract Number only</b> from 7/16/14 Board Submission.				

Amount Budgeted NPS 14/15		\$ 1,595,000
Amount Budgeted Mental Health Services 14/15		\$ 735,000
Total Budgeted		\$ 2,330,000
Prior Board Authorization as of 7/16/14		\$ 171,704
	Balance	\$ 2,158,295
Positive Adjustment (See Below)		\$ 0
		\$ 2,158,295
Total Amount for these Contracts		\$ 880,229
	Balance	\$ 1,278,068

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2014-2015 in the amount of \$0 as of 7/16/14					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

**NPA**

2014-2015 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Institute for Applied Behavior Analysis (IABA)	6019282394	Behavior 1:1	11-SPED15025	\$4,080
California Psychcare	2983493507	Behavior 1:1	2-SPED15004	\$22,678
Ardor Health Solutions	various	COTA Services	14-SPED15028	\$63,720

Amount Budgeted NPA 14/15		\$	583,000
Prior Board Authorization as of 7/16/14		\$	18,312
	Balance	\$	564,688
Positive Adjustment (See Below)		\$	0
		\$	564,688
Total Amount for these Contracts		\$	90,478
	Balance	\$	474,210

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2014-2015 in the amount of \$0 as of 7/16/14					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

**Instructional Consultants**

2014-2015 Budget 01-65000-0-57500-11900-5802-043-1400

2014-2015 Budget 01-33100-0-57500-11900-5802-044-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Nancy Barrows, The Speech Therapy Group	6019282394	Speech Therapy	14-SPED15024	\$8,000
Pyramid Educational Consultants (PECS)	3104331917	PECS Consultation	4-SPED15010	\$26,600
United Cerebral Palsy of LA	various	Specialized Instruction	17-SPED15031	\$5,000

Amount Budgeted Instructional Consultants 14/15		\$	324,920
Amount Budgeted Instructional Consultants (33100) 14/15		\$	25,080
Total Budgeted		\$	350,000
Prior Board Authorization as of 7/16/14		\$	25,391
	Balance	\$	324,609
Positive Adjustment (See Below)		\$	5,391
		\$	330,000
Total Amount for these Contracts		\$	39,600
	Balance	\$	290,400

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2014-2015 in the amount of \$0 as of 7/16/14					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Pyramid Educational Consultants	Level 1 Training: Basic Workshop	1-SPED15001	E	\$5,391	Moved to LEA section

**Non-Instructional Consultants**

2014-2015 Budget 01-65000-0-57500-11900-5890-043-1400

<b>Non-Instructional Consultant</b>	<b>SSID</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>
Alan Brodney - Century City Optometric	9155041301	Vision Therapy	9-SPED15015	\$1,350
Pawar Transportation LLC	6019282394	Transportation	16-SPED15029	\$37,980
Milton Dehn	N/A	SLD/PSW Process Presentation	18-SPED15033	\$1,250

Amount Budgeted Non-Instructional Consultants 14/15		\$ 220,000
Prior Board Authorization as of 7/16/14		\$ 17,000
	Balance	\$ 203,000
Positive Adjustment (See Below)		\$ 0
		\$ 203,000
Total Amount for these Contracts		\$ 40,580
	Balance	\$ 162,420

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2014-2015 in the amount of \$0 as of 7/16/14					
<b>Non- Instructional Consultant</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Reduce (R) Eliminate (E)</b>	<b>Adjusted Amount</b>	<b>Comment</b>

**LEA**

2014-2015 Budget 01-56400-0-00000-39000-5802-043-1400

<b>LEA Consultant</b>	<b>SSID</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>
Pyramid Educational Consultants	N/A	Level 1 Training: Basic Workshop	1-SPED15001	\$5,391
Venice Family Clinic	various	Family Services	10-SPED15016	\$20,000
Margarita Loeza, MD	various	Consulting Physician	11-SPED15017	\$2,000

Amount Budgeted LEA 14/15		\$ 42,400
Prior Board Authorization as of 7/16/14		\$ 0
	Balance	\$ 42,400
Positive Adjustment (See Below)		\$ 0
		\$ 42,400
Total Amount for these Contracts		\$ 27,391
	Balance	\$ 15,009

Adjustment					
LEA Budget 01-56400-0-00000-39000-5802-043-1400					
There has been a reduction in authorized expenditures of LEA contracts for FY 2014-2015 in the amount of \$ 0 as of 7/16/14					
<b>LEA Consultant</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Reduce (R) Eliminate (E)</b>	<b>Adjusted Amount</b>	<b>Comment</b>

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendations for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)



TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AWARD OF PURCHASE ORDERS – 2013-14

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from July 10, 2014, through July 31, 2014, for fiscal year 2013-14.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AWARD OF PURCHASE ORDERS – 2014-15

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from July 10, 2014, through July 31, 2014, for fiscal year 2014-15.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF AUGUST 14, 2014

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SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL  
DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** NEW PURCHASE ORDERS ***</u>					
150647	A & R WHOLESALE DISTRIBUTORS	GROCERIES AND SNACKS	FOOD SERVICES	165,000.00	F
150622	A Z BUS SALES INC	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	4,000.00	U
150489	A. G. LAYNE INC	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150573	A. G. LAYNE INC	OIL USED ON FNS VEHICLES	FOOD SERVICES	200.00	F
150592	A. G. LAYNE INC	OPEN ORDER FOR OIL/COOLANT	TRANSPORTATION	3,000.00	U
150723	A. G. LAYNE INC	MAINT.VEHICLE OIL	FACILITY MAINTENANCE	200.00	R
150772	AAHS ENGRAVING	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	900.00	U
150467	ACSA REGION XIV	ACSA LEADERSHIP CONF VOUCHER	PERSONNEL SERVICES	299.00	U
150587	ACSA REGION XIV	DUES & MEMBERSHIPS	BOE/SUPERINTENDENT	75.00	U
150559	ACTIVE NETWORK INC., THE	CARD READERS	SANTA MONICA HIGH SCHOOL	26,673.75	R
150487	ADVANCE LANDAU TOPS	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150593	ADVANCE LANDAU TOPS	OPEN ORDER FOR SEAT COVER REP.	TRANSPORTATION	500.00	U
150488	ADVANCED BATTERY SYSTEMS	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	250.00	R
150574	ADVANCED BATTERY SYSTEMS	BATTERIES FOR FNS VEHICLES	FOOD SERVICES	200.00	F
150609	ADVANCED BATTERY SYSTEMS	OPEN ORDER FOR PARTS/BATTERIES	TRANSPORTATION	1,000.00	U
150620	ADVANCED BATTERY SYSTEMS	OPEN ORDER FOR BATTERIES	TRANSPORTATION	500.00	U
150722	ADVANCED BATTERY SYSTEMS	MAINT.VEHICLE PARTS	FACILITY MAINTENANCE	500.00	R
150550	ADVANCED ELECTRONICS	Monthly Site Rental - Transp.	TRANSPORTATION	11,225.76	U
150551	ADVANCED ELECTRONICS	Open order for Radio Repairs	TRANSPORTATION	1,000.00	U
150552	ADVANCED ELECTRONICS	Maint Agreement Renewal - Tr.	TRANSPORTATION	1,594.44	U
150571	ADVANTIDGE INC	LUNCH CARDS AND DYE FILM	FOOD SERVICES	942.80	F
150491	AGENCIES TOOL CENTER	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150594	AGENCIES TOOL CENTER	OPEN ORDER FOR TOOL PURCHASES	TRANSPORTATION	1,500.00	U
150724	AGENCIES TOOL CENTER	TOOLS FOR MAINT.VEHICLE REPAIR	FACILITY MAINTENANCE	200.00	R
150738	AHSIRT ENGINEERING INC	GROUNDWATER SAMPLES	FACILITY MAINTENANCE	16,000.00	R
150500	ALL STAR GLASS	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150595	ALL STAR GLASS	OPEN ORDER FOR GLASS REPLACE.	TRANSPORTATION	1,000.00	U
150727	ALL STAR GLASS	FOR MAINT.VEHICLES	FACILITY MAINTENANCE	100.00	R
150466	ALTA ENVIRONMENTAL	MONITORING&AIR SAMPLING LCDC	FACILITY MAINTENANCE	2,489.30	R
150769	AMERITECH BANNERS	CABRILLO BANNER	CDC: CCTR	197.10	CD
150655	AMFRO INC	PIZZA FOR MALIBU SITES	FOOD SERVICES	41,000.00	F
150703	AMTECH ELEVATOR SERVICES	ELEVATOR AGREEMENT	FACILITY MAINTENANCE	37,000.00	R
150886	APPLE COMPUTER CORP	Open Supplies/Repair	INFORMATION SERVICES	2,500.00	U
150835	ARCHITECTURAL SIGN IDENTITY	ADDRESS SIGNAGE	EDISON ELEMENTARY SCHOOL	393.76	BB
150498	ARGO FLEET SERVICES	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	250.00	R
150597	ARGO FLEET SERVICES	OPEN ORDER FOR STARTERS & ALT.	TRANSPORTATION	1,500.00	U
150811	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	1,500.00	CD
150812	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	300.00	CD
150813	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	200.00	CD
150814	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	500.00	CD
150815	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	500.00	CD
150816	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	200.00	CD
150817	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	800.00	CD
150818	ARROWHEAD MOUNTAIN SPRING	DRINKING WATER	CHILD DEVELOPMENT CENTER	1,000.00	CD
150784	ASSOCIATION OF CALIFORNIA	MEMBERSHIP RENEWAL	CURRICULUM AND IMC	1,395.00	U
150832	B-LINE ELECTRIC INC	ELECTRICIAL OUTLETS	JOHN ADAMS MIDDLE SCHOOL	3,240.00	BB
150681	BARNES & NOBLE/SANTA MONICA	REFERENCE BOOKS	OLYMPIC CONTINUATION SCHOOL	82.06	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF AUGUST 14, 2014

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150637	BAVCO	PARTS ORDER	FACILITY MAINTENANCE	285.54	R
150570	BAY CITIES	RATERS' SUPPLY	PERSONNEL COMMISION	500.00	U
150649	BERKELEY STREET BEVERAGE CO	SLUSH PRODUCTS	FOOD SERVICES	17,000.00	F
150830	BOOKSOURCE, THE	RESOURCE BOOKS/MATERIALS	ROOSEVELT ELEMENTARY SCHOOL	4,552.41	R
150677	BUS WEST	OPEN ORDER FOR REPAIRS	TRANSPORTATION	1,000.00	U
150695	BUSH, INEZ	PRESENTER FOR 08/14 CONFERENCE	STATE AND FEDERAL PROJECTS	375.00	R
150598	BUSY BEE HARDWARE	OPEN ORDER FORMISC. SUPPLIES	TRANSPORTATION	300.00	U
150774	BYRNE, CHERYL	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	3,000.00	U
150526	C R LAURENCE CO	GLAZIER SUPPLIES	FACILITY MAINTENANCE	300.00	R
150440	C.O.D.E.S.P.	C.O.D.E.S.P. TESTING ACCESS	PERSONNEL COMMISION	1,850.00	U
150447	CAL STATE DEPT OF JUSTICE	FINGERPRINTS	PERSONNEL SERVICES	24,000.00	U
150449	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	PERSONNEL SERVICES	3,500.00	U
150524	CALIFORNIA OFFICE SYSTEMS INC	office chair	THEATER OPERATIONS&FACILITY PR	415.15	R
150762	CALIFORNIA OFFICE SYSTEMS INC	SPED OFFICE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	4,000.00	R
150199	CANON SOLUTIONS AMERICA INC	MAINTENANCE AGRMT: MXD06503	LINCOLN MIDDLE SCHOOL	264.18	R
150392	CANON SOLUTIONS AMERICA INC	MAINTENANCE AGREEMENT	ADULT EDUCATION CENTER	837.29	A
150106	CANON SOLUTIONS AMERICA INC.	MAINTENANCE AGREEMENT	JOHN MUIR ELEMENTARY SCHOOL	3,332.64	U
150107	CANON SOLUTIONS AMERICA INC.	MAIN.AGREEMENT/OFFICE COPIER	JOHN MUIR ELEMENTARY SCHOOL	1,439.00	U
150638	CANON SOLUTIONS AMERICA INC.	COPIER MAINTENANCE AGREEMENT	OLYMPIC CONTINUATION SCHOOL	540.00	U
150639	CANON SOLUTIONS AMERICA INC.	COPIER OVERAGES	OLYMPIC CONTINUATION SCHOOL	599.88	U
150501	CARQUEST AUTO PARTS	OPEN ORDER OPERATIONS VEHICLES	GROUPS MAINTENANCE	500.00	R
150728	CARQUEST AUTO PARTS	MAINT. VEHICLE REPAIRS	FACILITY MAINTENANCE	1,000.00	R
150458	CASTLEROCK ENVIRONMENTAL INC	ASBESTOS ABATEMENT & DISPOSAL	FACILITY MAINTENANCE	2,179.00	R
150661	CCP INDUSTRIES INC	CLEANING TOWELS	FOOD SERVICES	990.00	F
150889	CDW-G COMPUTING SOLUTIONS	Open PO Supplies	INFORMATION SERVICES	2,500.00	U
150631	CENTRAL PARKING SYSTEM INC	Attendant for special event	THEATER OPERATIONS&FACILITY PR	2,000.00	R
150554	CHEVRON U.S.A. INC.	Open order for fuel - Transp.	TRANSPORTATION	20,000.00	U
150665	CHEVRON U.S.A. INC.	FUEL CHARGES	FOOD SERVICES	15,000.00	F
150891	CHEVRON U.S.A. INC.	Open PO Fuel	INFORMATION SERVICES	2,500.00	U
150749	CHEVRON/TEXACO BUSINESS	FUEL FOR ATHLETIC VANS	MALIBU HIGH SCHOOL	3,000.00	U
150642	CHI, AH YOUNG	REIMBURSEMENT FOR SUPPLIES	MALIBU HIGH SCHOOL	91.88	R
150462	CIF SOUTHERN SECTION	CIF ANNUAL FEES	SANTA MONICA HIGH SCHOOL	1,310.00	U
150599	CINTAS CORPORATION	OPEN ORDER FOR CL. SHOP T./UN.	TRANSPORTATION	2,000.00	U
150657	CIRONE FARMS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	1,000.00	F
150451	CITIZENS MEDICAL GROUP	NEW EMPLOYEE PHYSICALS	PERSONNEL SERVICES	10,000.00	U
150704	CITY OF LOS ANGELES	ANNUAL LEASE	CHILD DEVELOPMENT CENTER	6,000.00	CD
150553	CITY OF SANTA MONICA	Open order for fuel - Transp.	TRANSPORTATION	12,000.00	U
150700	CLARK SECURITY PRODUCTS	MECHANICAL KEYPAD	EDISON ELEMENTARY SCHOOL	364.61	BB
150650	COCA COLA BOTTLING COMPANY	NONCARBONATED FRUIT DRINKS	FOOD SERVICES	5,000.00	F
150529	COLQUHOUN, MARCIA	STUDENT TUITION REFUND	ADULT EDUCATION CENTER	109.50	A
150130	COMPLETE BUSINESS SYSTEMS	ANNUAL MAINTENANCE AGREEMENT	WEBSTER ELEMENTARY SCHOOL	950.00	R
150157	COMPLETE BUSINESS SYSTEMS	MAINTENANCE	MCKINLEY ELEMENTARY SCHOOL	300.00	R
150839	CREATIVE THERAPY STORE	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	26,449.11	R
150450	CROWN DISPOSAL CO INC	OPERATIONS CONTRACT TRASH	FACILITY MAINTENANCE	146,631.00	U
150452	CRS	SUBFINDER ASP	PERSONNEL SERVICES	10,400.00	U
150850	CURRICULUM ASSOC INC	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	848.07	R
150266	DANIELS TIRE SERVICE	VEHICLE TIRES & REPAIR	PURCHASING/WAREHOUSE	100.00	U
150504	DANIELS TIRE SERVICE	OPEN ORDER OPERATIONS VEHICLES	GROUPS MAINTENANCE	1,000.00	R
150575	DANIELS TIRE SERVICE	TIRES FOR FNS VEHICLES	FOOD SERVICES	1,000.00	F
150600	DANIELS TIRE SERVICE	OPEN ORDER FOR TIRE PURCHASES	TRANSPORTATION	4,000.00	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150729	DANIELS TIRE SERVICE	MAINT.VEHICLE TIRE REPAIR	FACILITY MAINTENANCE	2,000.00	R
150693	DAVENPORT, RICHARD C	PIANO TUNING BARNUM HALL	THEATER OPERATIONS&FACILITY PR	2,000.00	R
150676	DELTA FIRE PROTECTION & EQUIP	FIRE SPRINKLER REPAIRS	FACILITY MAINTENANCE	3,445.00	R
150482	DEPENDABLE HIGHWAY EXPRESS INC	FREIGHT	SANTA MONICA HIGH SCHOOL	131.00	U
150512	DIRECT SOURCE COMMUNICATIONS	ELECTRICAL/NETWORK FOR MALIBU	MALIBU HIGH SCHOOL	9,688.75	R
150522	DIRECT SOURCE COMMUNICATIONS	ELECTRICAL/NETWORK FOR MALIBU	SANTA MONICA HIGH SCHOOL	9,817.59	R
150711	DIRECT SOURCE COMMUNICATIONS	ELECTRICAL/NETWORK FOR MALIBU	MALIBU HIGH SCHOOL	737.33	R
150746	DIRECT SOURCE COMMUNICATIONS	relocate router at Grant	THEATER OPERATIONS&FACILITY PR	956.32	R
150562	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,057.18	CD
150565	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	838.73	CD
150701	DISPLAY SONIC CORPORATION	LIBRARY EMERGENCY TELEVISION	EDISON ELEMENTARY SCHOOL	308.60	BB
150525	DOWNEY GLASS CO	GLASS	FACILITY MAINTENANCE	1,500.00	R
150652	DRIFTWOOD DAIRY	DAIRY PRODUCTS	FOOD SERVICES	190,000.00	F
150719	DURHAM SCHOOL SERVICES	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	6,000.00	U
150648	EBSCO PUBLISHING	LICENSE-EDUCATION RESEARCH	CURRICULUM AND IMC	5,200.00	U
150513	ECKHARTS TRAILER HITCH &	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150688	ELY JR'S PUMPING	MALIBU POOL	FACILITY MAINTENANCE	160.00	R
150672	EMED CO. INC.	SIGN ORDERS	FACILITY MAINTENANCE	1,500.00	R
150514	ENGLER BROS MOTOR PARTS	OPEN ORDER OPERATIONS VEHICLES	GROUND MAINTENANCE	100.00	R
150601	ENGLER BROS MOTOR PARTS	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	1,000.00	U
150473	ENTERPRISE SECURITY INC	SECONDARY DOOR CONTROL SWITCH	EDISON ELEMENTARY SCHOOL	1,061.81	BB
150474	ENVIRON INTERNATIONAL CORP.	ENVIRONMENTAL CONSULTING	EDISON ELEMENTARY SCHOOL	176,500.00	BB
150454	FEDERAL EXPRESS	SHIPPING	PERSONNEL SERVICES	325.00	U
150612	FLEETPRIDE	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	500.00	U
150651	FLEXI TECH	REPAIRING DECK SYSTEM AT MUIR	FACILITY MAINTENANCE	17,950.00	R
150640	FOLLETT EDUCATIONAL SERVICES	ENGLISH SUPPLMNTAL MATERIALS	MALIBU HIGH SCHOOL	3,942.00	R
150714	FOLLETT EDUCATIONAL SERVICES	ENGLISH REPLACEMENT READING BK	MALIBU HIGH SCHOOL	1,595.69	R
150887	FRY'S ELECTRONICS	Open PO Supplies	INFORMATION SERVICES	1,000.00	U
150456	G2SOLUTIONS INC	FINGERPRINT TRANSMISSION	PERSONNEL SERVICES	550.00	U
150430	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	2,734.93	U
150613	GALE SUPPLY CO	OPEN ORDER FOR CUSTODIAL SUPP.	TRANSPORTATION	1,000.00	U
150645	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	6,000.00	U
150869	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	925.38	CD
150149	GBC - MAINTENANCE AGREEMENTS	SERVICE CONTRACT FOR LAMINATOR	ROOSEVELT ELEMENTARY SCHOOL	480.00	U
150163	GBC - MAINTENANCE AGREEMENTS	MAINTENANCE	MCKINLEY ELEMENTARY SCHOOL	495.00	R
150556	GBC - MAINTENANCE AGREEMENTS	LAMINATOR MAINTENANCE AGREEMENT	MALIBU HIGH SCHOOL	405.00	U
150785	GBC - MAINTENANCE AGREEMENTS	MAINT AGREEMENT FOR LAMINATOR	ROOSEVELT ELEMENTARY SCHOOL	480.00	U
150870	GBC - MAINTENANCE AGREEMENTS	ANNUAL MAINTENANCE AGREEMENT	CHILD DEVELOPMENT CENTER	390.00	CD
150821	GLENCOE/MACMILLAN/MCGRAW-HILL	READING AND REFERENCE MATERIAL	ROOSEVELT ELEMENTARY SCHOOL	416.30	R
150653	GOLD STAR FOODS	FROZEN, BAKERY AND PRODUCE	FOOD SERVICES	676,400.00	F
150438	GOVERNMENTJOBS.COM INC	RECRUITMENT SYSTEM	PERSONNEL COMMISSION	7,200.00	U
150684	GRIEGO, ORLANDO	REIMBURSE FOR FOOD/SUPPLIES	FOOD SERVICES	1,500.00	F
150148	HANDWRITING WITHOUT TEARS INC	OTHER BOOKS	ROOSEVELT ELEMENTARY SCHOOL	274.25	R
150795	HANDWRITING WITHOUT TEARS INC	OTHER BOOKS	ROOSEVELT ELEMENTARY SCHOOL	276.43	R
150192	HARLAND TECHNOLOGY SERVICES	MAINTENANCE AGREEMENT SCANTRON MCH	MALIBU HIGH SCHOOL	579.00	U
150842	HAWTHORNE EDUCATION SERVICE	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	289.08	R
150690	HEARTLAND PAYMENT SYSTEM	TECH SUPPORT & EQUIPMENT	FOOD SERVICES	8,300.00	F
150713	HILLYARD FLOOR CARE SUPPLY	GYM FLOOR SUPPLIES	MALIBU HIGH SCHOOL	3,013.97	U
150668	HOME DEPOT- L.A.	SUPPLIES FOR SCHOOL GARDENS	FOOD SERVICES	300.00	F

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150436	INTELLI-TECH	computer for office	THEATER OPERATIONS&FACILITY PR	1,163.42	R
150694	INTELLI-TECH	computer for Barnum Hall	THEATER OPERATIONS&FACILITY PR	1,191.66	R
150760	INTELLI-TECH	ELITEBOOK FOR TARA BROWN	STUDENT SERVICES	1,792.19	U
150164	INTERNATIONAL PAPER	PAPER	MCKINLEY ELEMENTARY SCHOOL	2,000.00	R
150204	INTERNATIONAL PAPER	OPEN ORDER: PAPER	LINCOLN MIDDLE SCHOOL	7,000.00	R
150662	INTERNATIONAL PAPER	COPY PAPER	FOOD SERVICES	1,100.00	F
150764	INTERNATIONAL PAPER	SPED PAPER SUPPLY	SPECIAL EDUCATION REGULAR YEAR	2,000.00	R
150530	J H MCKINNEY CO	PLUMBER SNAKE REPAIR	FACILITY MAINTENANCE	1,328.41	R
150535	J H MCKINNEY CO	EQUIPMENT CAMERA REPAIR	FACILITY MAINTENANCE	1,894.52	R
150165	JOHNSTON, CINDY	REIMBURSEMENT	MCKINLEY ELEMENTARY SCHOOL	1,000.00	R
150777	KAMIBAYASHI, TERRY	REIMBURSEMENT	BUSINESS SERVICES	442.05	D
150763	KATES, PHYLLIS	DESIGN LAYOUT FOR MAGAZINE	THEATER OPERATIONS&FACILITY PR	715.00	R
150588	KI	ED SERVICES BRACKETS	FACILITY MAINTENANCE	1,215.45	R
150583	KOO, BONNIE	REIMBURSEMENT ONLINE COURSE	PLURALISTIC PRIVATE SCHOOL	206.17	R
150567	KORADE & ASSOCIATE BUILDERS	FLOORING AT LINCOLN RESTROOM	FACILITY MAINTENANCE	996.00	R
150674	KORADE & ASSOCIATE BUILDERS	REPAIR WALLS MALIBU MUSIC RM	FACILITY MAINTENANCE	2,387.00	R
150675	KORADE & ASSOCIATE BUILDERS	VCT FLOORING MALIBU MUSIC RM	FACILITY MAINTENANCE	5,393.00	R
150540	KYA SERVICES LLC	RESURFACE GYM FLOOR AT SAMOHI	SANTA MONICA HIGH SCHOOL	25,844.96	R
150663	L A FEDERAL ARMORED SERVICES	ARMORED CAR PICKUP	FOOD SERVICES	825.00	F
150614	L.A. FLEET MONITORING SYSTEM	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	500.00	U
150633	LACSTA	DUES & MEMBERSHIPS	BOE/SUPERINTENDENT	140.00	U
150545	LAKESHORE	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	250.00	CD
150710	LAKESHORE CURRICULUM	SUMMER/INSTRUCTIONAL	CDC: CCTR	221.28	CD
150682	LANCASTER, KELLY	REIMBURSE FOR SUPPLIES/FOOD	FOOD SERVICES	1,500.00	F
150740	LANDPORT SYSTEMS INC	MAINT.WORKER ORDER SYSTEM	FACILITY MAINTENANCE	2,340.00	R
150778	LEADERSHIP ASSOCIATES	EXECUTIVE COACHING SERVICES	BOE/SUPERINTENDENT	15,000.00	U
150445	LEIGHTON CONSULTING INC	OPERATION GROUNDS SOIL TESTING	GROUNDS MAINTENANCE	3,774.00	R
150384	LIGHTSPEED SYSTEMS	WEB FILTER MAINTENANCE	INFORMATION SERVICES	1,474.00	U
150845	LINGUI SYSTEMS INC	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	344.71	R
150457	LOS ANGELES CNTY OFFICE OF ED.	EASE PROGRAM	EMPLOYEE RELATIONS	10,200.00	U
150602	LYNTON'S UNIFORMS INC	OPEN ORDER FOR DRIVER SHIRTS	TRANSPORTATION	2,500.00	U
150819	MACGILL	NURSING EQUIPMENT	SPECIAL EDUCATION REGULAR YEAR	180.16	R
150472	MARKERTEK VIDEO SUPPLY	CONNECTORS AND CORD COVERS	EDISON ELEMENTARY SCHOOL	2,099.48	BB
150793	MARKERTEK VIDEO SUPPLY	supplies for Barnum Hall	THEATER OPERATIONS&FACILITY PR	191.87	R
150678	MARTIN AUTOMOTIVE GROUP	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	300.00	U
150718	MASUNE/MEDCO SCHOOL FIRST AID	ATHLETIC TRAINER SUPPLIES	MALIBU HIGH SCHOOL	2,000.00	U
150576	METRO TRUCK BODY INC	REPAIRS ON FNS VEHICLES	FOOD SERVICES	500.00	F
150558	MICRO BIO-MEDICS/ORDERS	NURSE SUPLS OUTSTNDG INVOICE	MALIBU HIGH SCHOOL	275.73	R
150750	MICRO BIO-MEDICS/ORDERS	NURSE SUPPLIES	MALIBU HIGH SCHOOL	750.00	U
150683	MOCA	PRESENTER AT 08/14 CONFERENCE	STATE AND FEDERAL PROJECTS	300.00	R
150572	MONEY MACHINES INTERNATIONAL	MAINTENANCE ON MONEY MACHINES	FOOD SERVICES	440.00	F
150855	MONTGOMERY HARDWARE COMPANY	MAINT GENERAL SUPPLIES	FACILITY MAINTENANCE	1,500.00	R
150528	MOVIE LICENSING USA	Movie Licensing fee-2014-15	THEATER OPERATIONS&FACILITY PR	5,538.00	R
150828	MULTI-HEALTH SYSTEMS INC	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	2,728.96	R
150603	NAPA AUTO PARTS	OPEN ORDER FOR PARTS	TRANSPORTATION	1,000.00	U
150630	NAUTICAL OUTFITTERS CORP	WATER TANK FOR TRUCKBED	FACILITY MAINTENANCE	623.04	R
150686	NCSM MEMBER&CONFERENCE SERVICE	MATH RESOURCE MATERIAL	CURRICULUM AND IMC	584.73	R
150459	NELI'S INC	ADMIN RECRUITMENT SUPPLIES	PERSONNEL SERVICES	1,500.00	U
150604	NESS COUNSELING CENTER	OPEN ORDER FOR TESTING	TRANSPORTATION	100.00	U
150448	NEXTEL OF CALIFORNIA INC	OPERATIONS TWO-WAY PHONES	FACILITY OPERATIONS	1,440.00	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150632	NEXTEL OF CALIFORNIA INC	Monthly phone payment	THEATER OPERATIONS&FACILITY PR	400.00	R
150656	NICHOLAS, HARRY	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	9,000.00	F
150460	NORTON MEDICAL CLINICS	DRUG/ALCOHOL TESTING SERVICES	PERSONNEL SERVICES	1,600.00	U
150566	ORIENTAL TRADING CO INC	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	141.80	CD
150660	P & R PAPER SUPPLY CO	PAPER PRODUCTS	FOOD SERVICES	75,000.00	F
150841	PACIFIC NORTHWEST THEATRE	Supplies for Barnum	THEATER OPERATIONS&FACILITY PR	8,575.90	R
150497	PACIFIC PARK - SANTA MONICA	OPEN ORDER/FIELD TRIP	CHILD DEVELOPMENT CENTER	1,539.00	CD
150502	PACIFIC PARK - SANTA MONICA	SUMMER/FIELD TRIP	CHILD DEVELOPMENT CENTER	2,565.00	CD
150654	PAPA JOHNS	PIZZA FOR SANTA MONICA SITES	FOOD SERVICES	110,000.00	F
150883	PARIS LASER PRINTER REPAIR INC	Open Supplies/Repair	INFORMATION SERVICES	3,000.00	U
150751	PEARSON EDUCATION	ELD EARTH SCIENCE WORKBOOKS	MALIBU HIGH SCHOOL	81.77	R
150679	PEARSON EDUCATION #3	TEXTBOOKS	ADULT EDUCATION CENTER	2,795.31	A
150478	PHILLIP'S DRAPERIES AND	ROLLER SHADES	JOHN ADAMS MIDDLE SCHOOL	24,975.00	BB
150809	PLUMBMASTER INC	OPEN ORDER MAINT PLUMB SUPPLY	FACILITY MAINTENANCE	8,000.00	R
150659	POLITO FAMILY FARMS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	4,000.00	F
150802	POSTMASTER-SANTA MONICA	STAMPS	CDC: CCTR	980.00	CD
150859	POSTMASTER-SANTA MONICA	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	2,200.00	U
150851	PRO-ED	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	2,027.92	R
150531	QUESTYS SOLUTIONS	SOFTWARE MAINTENANCE	STUDENT SERVICES	1,924.30	U
150167	RALPH'S	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	500.00	R
150808	RALPH'S	CUSTODIAL SUPPLIES	FACILITY OPERATIONS	100.00	U
150154	RAYMOND GEDDES & COMPANY INC	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	600.00	R
150834	RDM ELECTRIC CO INC	HEPA FILTER ELECTRICAL WORK	EDISON ELEMENTARY SCHOOL	43,850.00	BB
150885	REDWOOD PRESS INC	OFFICE SUPPLIES	SANTA MONICA HIGH SCHOOL	646.05	U
150537	REGENCY ENTERPRISES INC.	LIGHT BULBS	THEATER OPERATIONS&FACILITY PR	160.83	R
150557	REGENCY ENTERPRISES INC.	REPLMNT LGHTS - NEW/OLD GYM	MALIBU HIGH SCHOOL	959.66	U
150605	REISS-WOZNAK MEDICAL CLINIC	OPEN ORDER FOR DRIVER PHYSIC.	TRANSPORTATION	1,000.00	U
150840	REMOTE SATELITE SYSTEMS	satelite phone 2014-15	THEATER OPERATIONS&FACILITY PR	383.40	R
150493	RHYTHM CHILD NETWORK	SUMMER/WORKSHOP	CHILD DEVELOPMENT CENTER	450.00	CD
150496	RHYTHM CHILD NETWORK	SUMMER/WORKSHOP	CHILD DEVELOPMENT CENTER	575.00	CD
150005	RICOH USA INC.	COPIER MAINTENANCE	PRINTING SERVICES	19,328.68	U
150080	RICOH USA INC.	Maintenance Agreement	FRANKLIN ELEMENTARY SCHOOL	3,612.85	R
150161	RICOH USA INC.	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	300.00	R
150375	RICOH USA INC.	MAINTENANCE CONTRACT/COPIER	JOHN ADAMS MIDDLE SCHOOL	3,136.10	U
150590	RICOH USA INC.	MAINTENANCE AGREEMENT	FISCAL SERVICES	633.17	U
150867	S&S WORLDWIDE	INSTRUCTIONAL	CDC: CCTR	107.30	CD
150561	SANDLER BROS	OPERATIONS CUSTODIAL SUPPLIES	FACILITY OPERATIONS	529.98	U
150806	SANDLER BROS	OPERATIONS CUSTODIAL SUPPLIES	FACILITY OPERATIONS	459.90	U
150791	SANTA CLARITA VALLEY SCHOOL	COMMODITY PROCESSING FEE	FOOD SERVICES	252.00	F
150621	SANTA MONICA CAR SOUNDS	OPEN ORDER FOR BUS RADIOS	TRANSPORTATION	500.00	U
150127	SANTA MONICA CHAMBER OF	DUES & MEMBERSHIPS	BOE/SUPERINTENDENT	385.00	U
150798	SANTA MONICA COLLEGE	SUMMER/FIELD TRIP	CHILD DEVELOPMENT CENTER	1,059.25	CD
150515	SANTA MONICA FORD	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	250.00	R
150577	SANTA MONICA FORD	REPAIRS TO FNS VEHICLES	FOOD SERVICES	500.00	F
150623	SANTA MONICA FORD	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	3,000.00	U
150730	SANTA MONICA FORD	MAINT.VEHICLE REPAIR	FACILITY MAINTENANCE	1,000.00	R
150788	SANTA MONICA FORD	OPERATIONS VEHICLE REPAIRS	FACILITY OPERATIONS	3,243.98	U
150516	SANTA MONICA MOTORS	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	200.00	R
150624	SANTA MONICA MOTORS	OPEN ORDER FOR SMOG CHECKS	TRANSPORTATION	300.00	U
150736	SANTA MONICA MOTORS	FOR VEHICLE SERVICE	FACILITY MAINTENANCE	100.00	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150517	SANTA MONICA RADIATOR	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	100.00	R
150578	SANTA MONICA RADIATOR	RADIATOR REPAIRS TO FNS VEHIC	FOOD SERVICES	100.00	F
150625	SANTA MONICA RADIATOR	OPEN ORDER FOR RADIATOR REPAIR	TRANSPORTATION	500.00	U
150731	SANTA MONICA RADIATOR	MAINT.VEHICLE PARTS	FACILITY MAINTENANCE	100.00	R
150745	SCANTRON CORPORATION	SCANTRON ANSWER SHEETS	PERSONNEL COMMISION	223.42	U
150827	SCHOLASTIC	NEW YORK TIMES UPFRONT	MALIBU HIGH SCHOOL	398.00	R
150669	SCHOOL NUTRITION SERVICES	SAFETY AND SANITATION PROGRAM	FOOD SERVICES	28,575.00	F
150155	SCHOOL SPECIALTY INC	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	2,000.00	R
150244	SCHOOL SPECIALTY INC	BEHAVIORIAL/SENSORY SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	208.03	R
150780	SCHOOL SPECIALTY INC	OUTDOOR FLAGS	MALIBU HIGH SCHOOL	92.58	U
150188	SEARS	NURSE OFFICE ICE MAKER	MCKINLEY ELEMENTARY SCHOOL	.00	R
150483	SEHI COMPUTER PRODUCTS	printer for FUD	THEATER OPERATIONS&FACILITY PR	1,192.65	R
150666	SEHI COMPUTER PRODUCTS	INK AND TONER CARTRIDGES	FOOD SERVICES	2,000.00	F
150715	SEHI COMPUTER PRODUCTS	PRINTER/ROBERTA WITHERSPOON	FISCAL SERVICES	400.53	U
150555	SHELL FLEET CARD SERVICES	Open order for fuel - Transp.	TRANSPORTATION	6,000.00	U
150705	SIMON, MONICA	REIMBURSEMENT/SUMMER	CHILD DEVELOPMENT CENTER	117.68	CD
150706	SIMON, MONICA	REIMBURSEMENT/SUMMER	CDC: CCTR	100.00	CD
150799	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	75.00	CD
150801	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	175.00	CD
150437	SIMPLEXGRINNELL	SMOKE DETECTOR REPAIR	FACILITY MAINTENANCE	1,821.01	R
150441	SIMPLEXGRINNELL	SERVICE CALL	FACILITY MAINTENANCE	1,161.50	R
150898	SIMPLEXGRINNELL	ANNUAL FIRE ALARM AGREEMENT	FACILITY MAINTENANCE	73,714.00	R
150158	SIR SPEEDY PRINTING #0245	PRINTING	MCKINLEY ELEMENTARY SCHOOL	1,200.00	R
150464	SIR SPEEDY PRINTING #0245	HR NEWSLETTER	PERSONNEL SERVICES	1,500.00	U
150707	SIR SPEEDY PRINTING #0245	OPEN ORDER/PRINTING	CDC: CCTR	1,000.00	CD
150770	SIR SPEEDY PRINTING #0245	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	900.00	U
150461	SMART & FINAL	DEPARTMENT SUPPLIES	PERSONNEL SERVICES	700.00	U
150542	SMART & FINAL	OPEN ORDER/SUPPLIES	CHILD DEVELOPMENT CENTER	500.00	CD
150543	SMART & FINAL	OPEN ORDER/SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
150564	SMART & FINAL	OPEN ORDER/SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
150586	SMART & FINAL	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	900.00	U
150709	SMART & FINAL	OPEN ORDER/SUPPLIES	CDC: CCTR	1,000.00	CD
150153	SMART & FINAL #315	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	500.00	R
150518	SO CAL TRACTOR SALES	OPEN ORDR OPERATIONS VEHICLES	GROUNDS MAINTENANCE	100.00	R
150860	SOUTHERN CALIF SUPT ASSOC	DUES & MEMBERSHIPS	BOE/SUPERINTENDENT	150.00	U
150219	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER: CLASSROOM SUPPLIES	LINCOLN MIDDLE SCHOOL	2,800.00	U
150857	SPARKLETTS WATER CO	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	1,000.00	U
150541	SPECTRUM INDUSTRIES INC	COMPUTER TABLES FOR LTW AT MHS	MALIBU HIGH SCHOOL	11,345.79	U
150453	STANLEY PEST CONTROL	OPERATIONS PEST CONTROL	GROUNDS MAINTENANCE	15,066.00	R
150471	STANLEY PEST CONTROL	OPERATIONS GROUNDS PEST CONTR	GROUNDS MAINTENANCE	1,500.00	R
150667	STANLEY PEST CONTROL	PEST CONTROL	FOOD SERVICES	5,500.00	F
150156	STAPLES BUSINESS ADVANTAGE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	500.00	R
150544	STAPLES BUSINESS ADVANTAGE	SUPPLIES	CHILD DEVELOPMENT CENTER	2,000.00	CD
150546	STAPLES BUSINESS ADVANTAGE	SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
150563	STAPLES BUSINESS ADVANTAGE	SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
150569	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLY	PERSONNEL COMMISION	500.00	U
150585	STAPLES BUSINESS ADVANTAGE	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	900.00	U



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150607	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR OFFICE SUPPL.	TRANSPORTATION	2,500.00	U
150664	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	FOOD SERVICES	2,000.00	F
150755	STAPLES BUSINESS ADVANTAGE	OPEN PO FOR SUPPLIES	STUDENT SERVICES	2,000.00	U
150761	STAPLES BUSINESS ADVANTAGE	SPED OFFICE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	2,000.00	R
150882	STAPLES BUSINESS ADVANTAGE	OPEN PO FOR SUPPLIES	INFORMATION SERVICES	1,500.00	U
150881	STAPLES DIRECT	Open PO Supplies	INFORMATION SERVICES	1,000.00	U
150708	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/SUPPLIES	CDC: CCTR	200.00	CD
150470	STATE OF CALIFORNIA	PLAN/FIELD REVIEW	EDISON ELEMENTARY SCHOOL	1,393.08	BB
150486	STOTZ EQUIPMENT	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	100.00	R
150732	STRESS LESS ENVIRONMENTAL LLC	FOR WASTE DISPOSAL AT TRANSPN	FACILITY MAINTENANCE	500.00	R
150166	SUNSET ENTERPRISES LTD	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	232.14	R
150849	SUPER DUPER PUBLICATIONS	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	250.76	R
150823	SUPERIOR FOODS	APRONS FOR CAFETERIA STAFF	FOOD SERVICES	689.22	F
150618	TALENT ASSESSMENT INC	ASSESSMENT EXPLORATION SYSTEM	SPECIAL EDUCATION REGULAR YEAR	29,263.58	R
150658	TAMAI, GLORIA	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	6,000.00	F
150519	TAYLOR DUNN CO	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	109.50	R
150608	TCI - BERLIN TIRE CENTERS LLC	OPEN ORDER FOR TIRE PURCH.	TRANSPORTATION	1,000.00	U
150831	TERRY P GRABOSKI	DESIGNING DISTRICT LOGO	BOE/SUPERINTENDENT	5,700.00	U
150643	THORESON, BONITA	REIMBURSEMENT FOR SUPPLIES	MALIBU HIGH SCHOOL	66.24	R
150568	TIETZE, BRANDON	RATERS' SUPPLY	PERSONNEL COMMISION	1,500.00	U
150159	TOSHIBA	COMPUTER SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	2,000.00	R
150191	TOUCHLINE SOFTWARE INC	RENEWAL OF WORK PERMIT SOFTWRE	MALIBU HIGH SCHOOL	305.00	U
150579	TRACTION HEAVY DUTY PARTS	PARTS TO REPAIR FNS VEHICLES	FOOD SERVICES	100.00	F
150616	TRACTION HEAVY DUTY PARTS	OPEN ORDER FOR PARTS & SUPP.	TRANSPORTATION	500.00	U
150626	TRACTION HEAVY DUTY PARTS	OPEN ORDER FOR PARTS	TRANSPORTATION	500.00	U
150733	TRACTION HEAVY DUTY PARTS	FOR MAINT. VEHICLE SERVICE	FACILITY MAINTENANCE	500.00	R
150463	U S BANK (GOVT CARD SERVICES)	DISTRICT CREDIT CARD	PERSONNEL SERVICES	1,000.00	U
150485	ULINE SHIPPING SUPPLIES	BOXES	FACILITY MAINTENANCE	425.83	R
150768	UNISAN PRODUCTS LLC	CUSTODIAL SUPPLIES GLOVES	FACILITY OPERATIONS	555.38	U
150884	UNITED PARCEL SERVICE	Open PO Postage	INFORMATION SERVICES	500.00	U
150680	UNIVERSAL VIOLIN INC	MUSICAL INSTRUMENT REPAIRS	CURRICULUM AND IMC	7,000.00	U
150776	VENABLE, TERANCE	REIMBURSEMENT	BUSINESS SERVICES	442.05	D
150822	VENABLE, TERANCE	REIMBURSEMENT	BUSINESS SERVICES	221.03	D
150692	VIRCO MFG CORP	MUIR PRE-SCHOOL FURNITURE RMB1	SPECIAL EDUCATION REGULAR YEAR	828.71	R
150712	VIRCO MFG CORP	MUIR PRE-SCHOOL FURNITURE RMB1	SPECIAL EDUCATION REGULAR YEAR	586.18	R
150536	VOLUTONE	BRACKETS	FACILITY MAINTENANCE	840.87	R
150844	VORT CORPORATION	PSYCH/SLP/OT ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	74.20	R
150495	W.A.S.T.E.C.	SEPTIC SERVICES	FACILITY MAINTENANCE	14,085.90	R
150673	W.A.S.T.E.C.	PUMPING HAZ WASTE: MHS & CAB	BUSINESS SERVICES	1,445.00	D
150789	W.W. GRAINGER INC.	OPERATIONS CUSTODIAL SUPPLIES	FACILITY OPERATIONS	595.24	U
150520	WARREN DISTRIBUTING INC.	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	250.00	R
150580	WARREN DISTRIBUTING INC.	PARTS TO REPAIR FNS VEHICLES	FOOD SERVICES	250.00	F
150619	WARREN DISTRIBUTING INC.	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	1,500.00	U
150627	WARREN DISTRIBUTING INC.	OPEN ORDER FOR REPAIR/PARTS	TRANSPORTATION	4,000.00	U
150734	WARREN DISTRIBUTING INC.	MAINT. VEHICLE SERVICE	FACILITY MAINTENANCE	2,000.00	R
150782	WAXIE SANITARY SUPPLY	CUSTODIAL CLEANING SUPPLIES	MALIBU HIGH SCHOOL	644.82	U
150589	WEATHERPROOFING TECHNOLOGIES	ROOFING SERVICE AGREEMENT	FACILITY MAINTENANCE	134,946.00	R
150465	YAKICH, SUSAN	EMPLOYEE REIMBURSEMENT	PERSONNEL SERVICES	444.00	U
150521	YALE/CHASE MATERIALS HANDLING	OPEN ORDER OPERATIONS VEHICLES	GROUNDS MAINTENANCE	250.00	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF AUGUST 14, 2014

PAGE 8

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA  
SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL  
DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
150756	ZONAR SYSTEMS INC.	Annual Service Renewal	TRANSPORTATION	5,997.00	U
				** NEW PURCHASE ORDERS 2,722,143.58	

\*\* FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATION/NEW CONSTRUCTION/DEVELOPER FEES \*\*

150475	CLINE, CHRISTOPHER	MILEAGE REIMBURSEMENT	BUSINESS SERVICES	500.00	BB
150864	CULVER NEWLIN	FF&E FURNITURE FOR LINCOLN P2	LINCOLN MIDDLE SCHOOL	58,409.86	BB
150476	DODD, JASON	MILEAGE REIMBURSEMENT	BUSINESS SERVICES	500.00	BB
150477	KHIMANI, ASHRAF	MILEAGE REIMBURSEMENT	BUSINESS SERVICES	500.00	BB
150837	MAIN ELECTRIC SUPPLY COMPANY	LED LIGHTS	MALIBU HIGH SCHOOL	35,308.28	BB
150893	PACIFIC OFFICE INTERIORS	MGMNT & INSTALLATION FOR LMS	LINCOLN MIDDLE SCHOOL	45,175.73	BB
150699	QUALITY RUBBER STAMPS	OFFICE SUPPLIES	BUSINESS SERVICES	76.54	BB
150833	RDM ELECTRIC CO INC	LIGHT INSTALLATION	MALIBU HIGH SCHOOL	43,700.00	BB
150397	RICOH USA INC.	MAINTENANCE CONTRACT	BUSINESS SERVICES	1,504.70	BB
150398	RICOH USA INC.	MAINTENANCE AGREEMENT	BUSINESS SERVICES	699.38	BB
150469	RICOH USA INC.	COPY OVERAGES	BUSINESS SERVICES	3,500.00	BB
150480	SAM,STUART	MILEAGE REIMBURSEMENT	BUSINESS SERVICES	2,000.00	BB
150696	SANTA MONICA MUN BUS LINES	BUS PASSES	SANTA MONICA HIGH SCHOOL	12,216.00	BB
				** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATION/NEW CONSTRUCTION/DEVELOPER FEES 204,090.49	

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO

RE: ACCEPTANCE OF GIFTS – 2013/2014

RECOMMENDATION NO. A.10

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$4,819.94** presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2013-2014 income and appropriations by **\$4,819.94** as described on the attached listing.

This report details only cash gifts. It includes all contributions made by individuals or companies and some of the contributions made by our PTA's. Contributions made by a PTA in the form of a commitment and then billed are reported in a different resource. A final report that compiles all gift and PTA contributions is prepared and available annually.

COMMENT: The value of all non-cash gifts has been determined by the donors.

NOTE: The list of gifts is available on the District's website, [www.smmusd.org](http://www.smmusd.org).

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

<b>School/Site Account Number</b>	<b>Cash Amount</b>	<b>Item Description</b>	<b>Purpose</b>	<b>Donor</b>
<b>Adams Middle School</b> 01-90120-0-00000-00000-8699-011-0000	\$ 590.83		Field Trip	Santa Monica Science Magnet
<b>Educational Services</b> 01-90125-0-00000-00000-8699-030-0000	\$ 1,800.00		Other Books/Fees	Various
<b>Malibu High School</b> 01-90120-0-00000-00000-8699-010-0000	\$ 2,229.11		Field Trip	Malibu High PTSA
<b>Rogers Elementary School</b> 01-90120-0-00000-00000-8699-004-0000	\$ 200.00		General Supplies and Materials	Sandra & Gregory Orloff
<b>TOTAL</b>	<b>\$ 4,819.94</b>			

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO

RE: FORTY-FIVE-DAY REVISED BUDGET 2014-15

RECOMMENDATION NO. A.11

Pursuant to Education Code 42127 (l) (4), "Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that is has made to its budget to reflect the funding made available by that Budget Act."

COMMENT: The Budget Act was signed by the Governor on June 20, 2014, this year, so the revision must be made and posted by August 4, 2014, and a formal adoption will be made at First interim.

The Major changes between the May Revision and the Adopted State Budget that require revenue and expenditure revision for Santa Monica-Malibu Unified School District are:

UNRESTRICTED GENERAL FUND				
	2014-15 Board Adopted Budget	Revision to Adopted State Budget	Difference	Description
REVENUES				
LCFF Resources	75,907,984	76,276,218	368,234	Gap funding increase from 28.05% to 29.56%
Federal Revenue	100,000	100,000		
Other State Revenue	1,864,563	1,864,563		
Other Local Revenue	33,337,080	33,337,080		
Local General Fund Contribution	(21,449,906)	(21,515,029)	(65,123)	STRS Increase for Special Ed
<b>TOTAL REVENUES</b>	<b>89,759,721</b>	<b>90,062,832</b>	303,111	
EXPENDITURES				
Certificated Salaary	46,812,689	46,812,689		
Classified Salary	16,025,222	16,025,222		
Employee Benefits	21,253,558	21,548,478	294,920	STRS contribution increase
Books and Supplies	3,265,815	3,265,815		
Services and Other Operating Expenditures	8,237,485	8,237,485		
Capital Outlay	43,000	43,000		
Other Outgo	(917,607)	(917,607)		
Transfer Out /to Find 12	185,494	185,494		
<b>TOTAL EXPENDITURES</b>	<b>94,905,656</b>	<b>95,200,576</b>		
<b>Net Increase (Decrease) in Fund Balance</b>	<b>(5,145,935)</b>	<b>(5,137,744)</b>	8,191	

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: APPROVAL OF A REVISED VOLUNTARY INVESTIGATION AGREEMENT  
BETWEEN THE DEPARTMENT OF TOXIC SUBSTANCES CONTROL (DTSC)  
AND SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT (SMMUSD)

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve an addendum to the Voluntary Investigation Agreement between the Department of Toxic Substances Control (DTSC) and Santa Monica- Malibu Unified School District (SMMUSD).

COMMENT: At the February 6, 2014 Board of Education meeting, the Board approved a Voluntary Investigation Agreement as provided by the DTSC. On February 7, 2014, the District, via email, asked the DTSC to print, sign and return to SMMUSD three (3) copies of the document approved the evening before. On February 19, 2014, the District received the attached letter from Mr. Thomas Cota, Branch Chief of DTSC indicating a need to modify a small portion of the language in the original agreement by deleting the first section of examples in Exhibit C, Scope of Work. At the March 6, 2014, Board of Education meeting, the Board approved the revised Voluntary Investigation Agreement as provided by the DTSC in the amount of \$41,664.

Due to increase Scope of Work, an additional amount of \$70,930 is added to the original agreement for a total of \$112,594.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)



**Matthew Rodriguez**  
Secretary for  
Environmental Protection



## Department of Toxic Substances Control

**Miriam Barcellona Ingenito**  
Acting Director  
5796 Corporate Avenue  
Cypress, California 90630



**Edmund G. Brown Jr.**  
Governor

July 21, 2014

**Ms. Janece L. Maez**  
Superintendent of Schools  
Santa Monica-Malibu Unified School District  
1651 Sixteenth Street  
Santa Monica, California 90404-3891

AMENDMENT TO THE VOLUNTARY INVESTIGATION AGREEMENT FOR THE  
MALIBU HIGH/MIDDLE SCHOOL AND JUAN CABRILLO ELEMENTARY SCHOOL,  
MALIBU, LOS ANGELES COUNTY, CALIFORNIA, 90404 (SITE CODE: 301648)

Dear Ms. Maez:

The Department of Toxic Substances Control (DTSC) has enclosed for your review the Amendment to the Voluntary Investigation Agreement (Amendment) for the Malibu High/Middle School and Juan Cabrillo Elementary School (Site), located at 30237 and 30215 Morning View Drive, in Malibu, Los Angeles County, California. The Amendment describes the additional tasks and projected cost estimate DTSC will require to complete the Preliminary Environmental Assessment (PEA). The Amendment also documents the correct acreage and Assessor Parcel Numbers associated with the Site property.

If the enclosed Amendment is satisfactory, please sign the document and return to DTSC. A copy of the fully executed Amendment will be returned to you after signature by DTSC.

DTSC appreciates your willingness to address the environmental evaluation of this Site in a cooperative manner. If you have any questions, or wish to discuss the Amendment,

Ms. Janece L. Maez  
July 21, 2014  
Page 2

please contact Ms. Maria Gillette, Senior Environmental Scientist, DTSC's Schools Evaluation and Brownfields Cleanup Program at (714) 484-5377, or by email at [Maria.Gillette@dtsc.ca.gov](mailto:Maria.Gillette@dtsc.ca.gov)

Sincerely,

A handwritten signature in black ink, appearing to read 'T. M. Cota', with a stylized flourish at the end.

Thomas M. Cota  
Branch Chief  
Schools Evaluation and Brownfields Cleanup Branch  
Brownfields Environmental Restoration Program

Enclosure

cc: Ms. Sandra Lyons  
Superintendent of Schools  
Santa Monica-Malibu Unified School District  
1651 16<sup>th</sup> Street  
Santa Monica, California 90404



STATE OF CALIFORNIA  
ENVIRONMENTAL PROTECTION AGENCY  
DEPARTMENT OF TOXIC SUBSTANCES CONTROL

In the Matter of:

Malibu High/Middle School and  
Juan Cabrillo Elementary School

Proponent:

Santa Monica-Malibu Unified School  
District  
1651 Sixteenth Street  
Santa Monica, California 90404

Docket No. First Amendment  
HSA-VCA 13/14-85

Amendment to the Voluntary Investigation  
Agreement

Health and Safety Code  
Section 25355.5(a)(1)(C)

I. INTRODUCTION

1. Purpose. On March 13, 2014, the Department of Toxic Substances Control (DTSC) and the Santa Monica-Malibu Unified School District (Proponent) entered into a Voluntary Investigation Agreement (Agreement) for the purpose of conducting a Preliminary Environmental Assessment (PEA) at the Malibu High/Middle School and Juan Cabrillo Elementary School (Site). The purpose of this Amendment to the Agreement is to reflect additional tasks to the original Scope of Work and estimated costs required to complete the PEA. The Amendment also documents the correct Site acreage and the corresponding Los Angeles County Assessor's Parcel Numbers (APNs).

2. Scope of Work and DTSC Oversight This Amendment provides a Scope of Work to describe the additional tasks required by DTSC to complete the PEA Report. The tasks include DTSC's coordination with stakeholders, oversight of the PEA fieldwork investigation, review of laboratory data, response to public inquiries, and review of the PEA Report.

3. Site Acreage. This Amendment applies to the Site property located at 30215 and 30237 Morning View Dr., in the city of Malibu, Los Angeles County, California 90265. The Agreement stated that the approximately 39.52 acre Site was identified by APN 4469-017-900. New information provided by the SMMUSD to DTSC indicates the Site is comprised of approximately 80 acres identified by APNs 4469-017-900, 4469-017-901, 4469-017-902, and 4469-017-903. A Site diagram and a Site location map are attached as Exhibits A and B.

4. Payment. This Amendment provides an estimate of DTSC's additional projected costs to complete the PEA. The total estimated cost for the Scope of Work is \$70,930. The Scope of Work and Cost Estimate are attached as Exhibits C and D.

5. Effective Date. This Amendment shall be effective three business days following the day the last party signs the agreement.

6. Counterparts. This Amendment may be executed and delivered in any number of counterparts, each of which when executed and delivered shall be deemed as an original, but such counterparts shall together constitute one and the same document.

\_\_\_\_\_  
Thomas M. Cota,  
Branch Chief  
Schools Evaluation and Brownfields Outreach  
Department of Toxic Substances Control

Date: \_\_\_\_\_

\_\_\_\_\_  
Janece L. Maez  
Associate Superintendent, Business and Fiscal Services/Chief Financial Officer  
Santa Monica-Malibu Unified School District  
Representing Santa Monica-Malibu Unified School District

Date: \_\_\_\_\_

## EXHIBITS

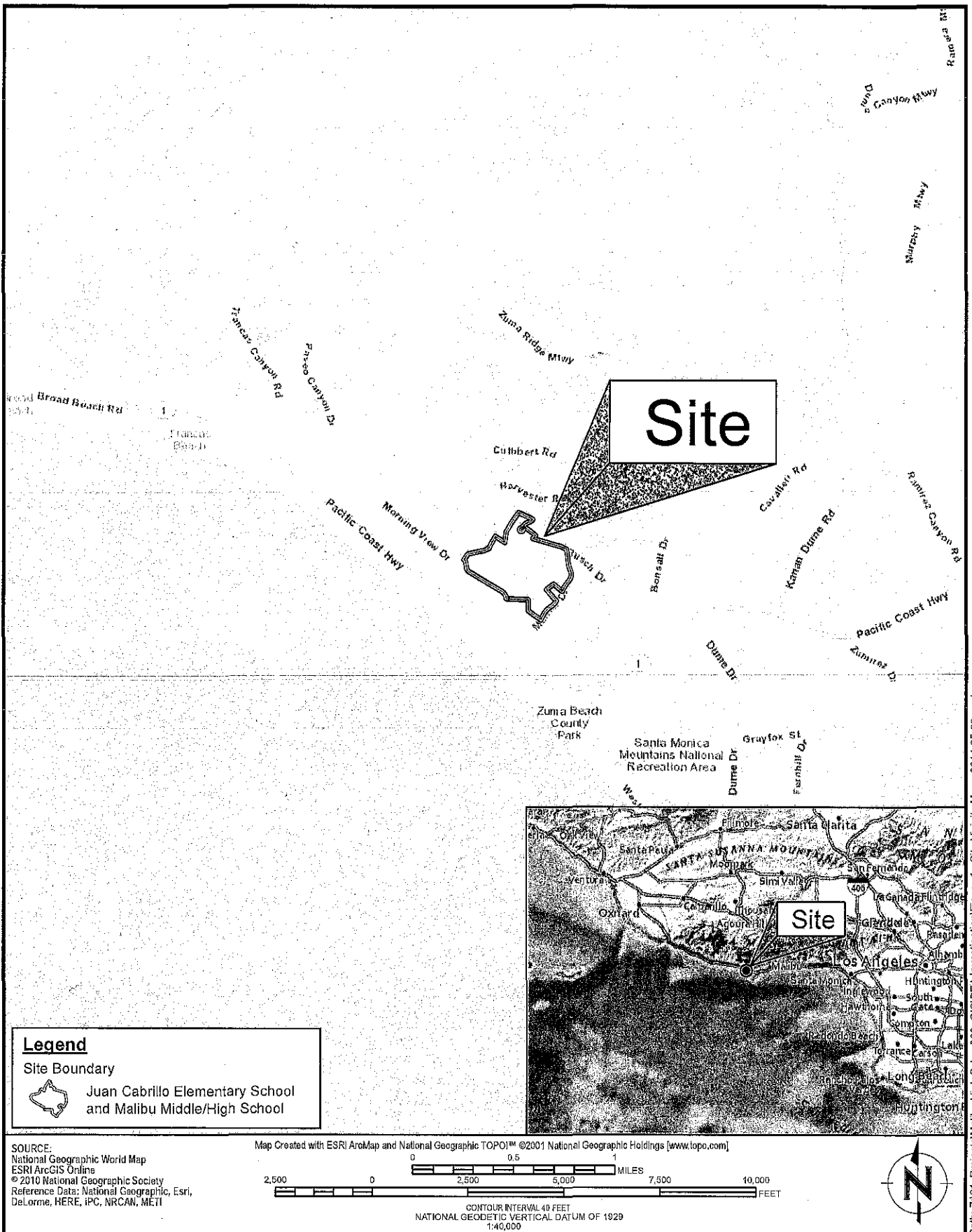
A - SITE LOCATION MAPS

B - SITE DIAGRAM

C - SCOPE OF WORK

D - COST ESTIMATE

**EXHIBIT A**  
**SITE LOCATION MAPS**



**ENVIRON**

DRAFTED BY: SShin

Date: 5/22/2014

**DRAFT**

## Site Vicinity Map

30237 and 30215 Morning View Drive  
 Malibu, California

**Figure**  
**1**

PROJECT: 04-33980A

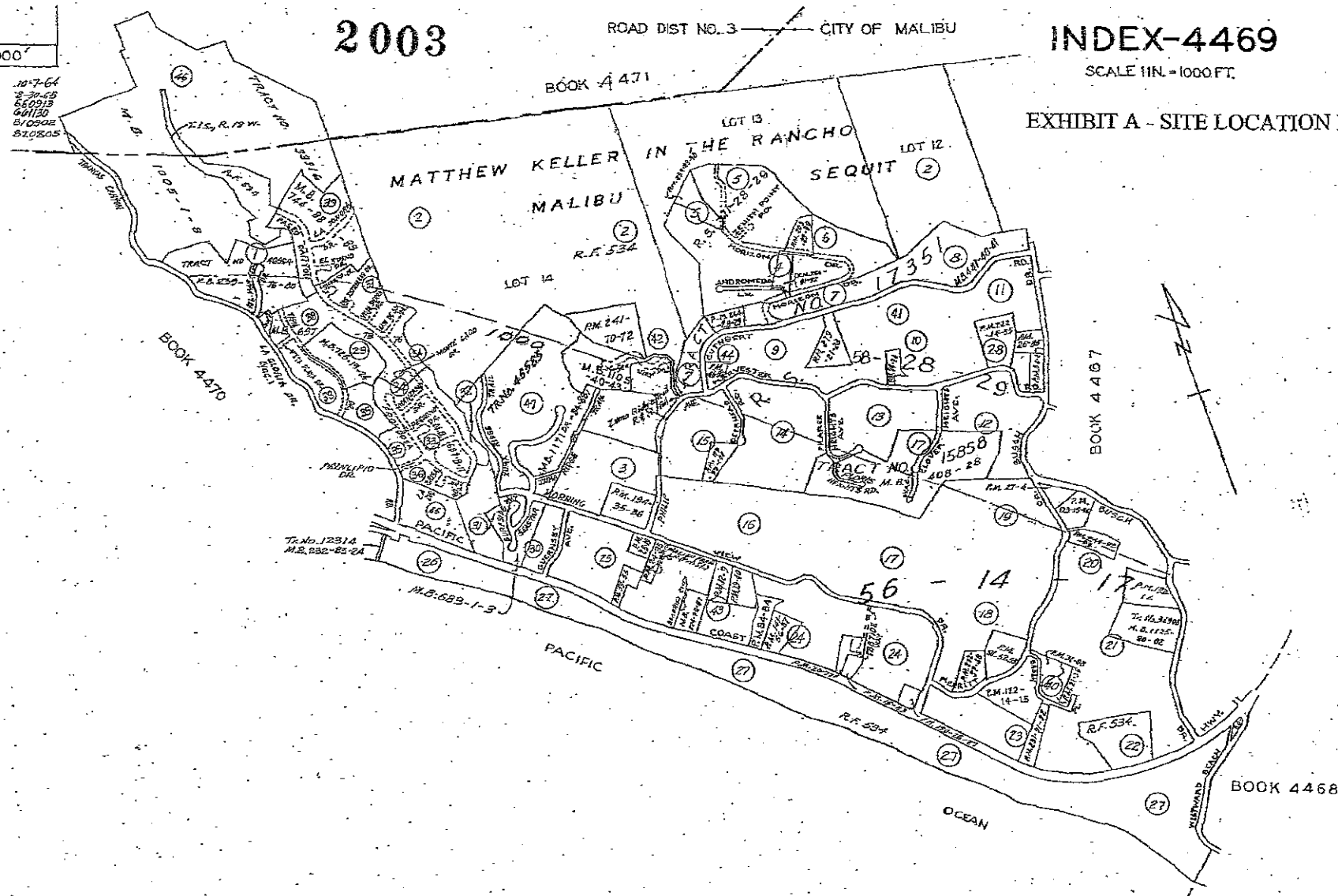
CASE 1<sup>st</sup> = 1000

Revised  
5-13-59  
7-24-62  
7-19-63  
7-19-63  
10-7-64  
680207  
685001  
880116  
679414  
691120  
700442  
700819  
701018  
710325  
710226  
720231  
721127  
721111  
730131  
730302  
730324  
731119  
740507  
741003  
740214  
750808  
760727  
760422  
781104  
780606  
800519  
800415  
870608  
880517  
880410  
890627  
890425  
900527  
900829  
910625  
930606-548  
930626  
940513  
940720  
950331  
980123  
19990209  
19991218  
19990222

ROAD DIST NO. 3 ——— CITY OF MALIBU

SCALE 1 IN. = 1000 FT.

EXHIBIT A - SITE LOCATION MAP

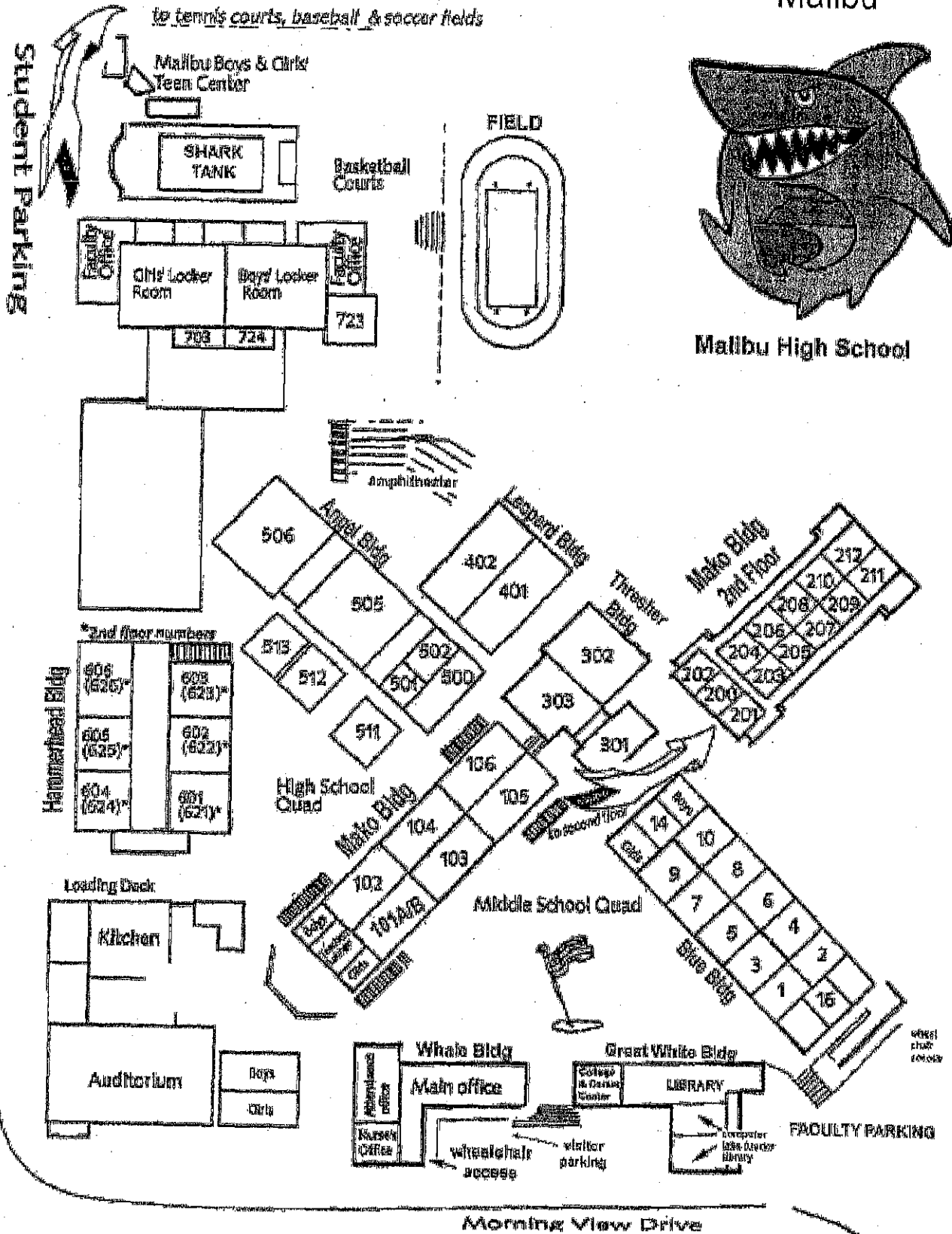


ASSESSOR'S MAP  
COUNTY OF LOS ANGELES, CALIF.

**EXHIBIT B**  
**SITE DIAGRAM**

# EXHIBIT B - SITE DIAGRAM

Malibu





**EXHIBIT C**  
**SCOPE OF WORK**

The following Tasks will be completed as part of this Amendment:

**TASK 1.**

Stakeholder Coordination. DTSC will provide technical support including, but not limited to meeting with internal and external stakeholders, addressing the concerns of the public and community groups, coordinating with other regulatory agencies, issuing fact sheets and community notices, and ensuring that current project information is available and accessible to the public on the EnviroStor website.

**TASK 2.**

Oversight of PEA Fieldwork. DTSC will provide routine oversight of the PEA field investigation activities, and communicate on a regular basis with the Proponent and their consultant to ensure that the samples are collected, managed and analyzed in accordance with the Draft PEA Work Plan that was "conditionally approved" by DTSC on June 27, 2014.

**TASK 3.**

Laboratory Data Review. DTSC will conduct a review of the validated sampling data as it is made available by the Proponent's consultant, and coordinate discussion of the data with outside stakeholders. The validated sampling data will be made available for public review on DTSC's EnviroStor website.

**TASK 4.**

PEA Report. DTSC will conduct a review of the PEA Report to determine if it has been prepared in accordance with the "Preliminary Endangerment Assessment Guidance Manual," (DTSC, Revised October 2013) to determine whether a release or threatened release of hazardous substances exists at the Site which poses a threat to human health, and whether further investigation or remedial action is necessary.

**EXHIBIT D**  
**COST ESTIMATE**

# **COST ESTIMATE WORKSHEET**

**Date: July 21, 2014**

**Project Name: Malibu High/Middle School and Juan Cabrillo Elementary School**

**Site Code: 301648 (11)**

Title	Project Manager	Supervisor		Toxicology	Geology	Industrial Hygienist	Public Participation	Legal	Clerical
Classification	Sr. Environmental Scientist	Supervising Hazardous Engineer I	Environmental Program Manager I	Staff Toxicologist	Engineering Geologist	Assoc IH	PPS	Attorney	Office Technician (Typing)
<b>TASK:</b>									
Stakeholder Coordination	18		10	10	10		8		
Oversight - PEA Fieldwork					80	4			
Lab Data Review	10		4	16	16				
Public Inquiries	8		4				8		
PEA Report Review	40		18	50	40				2
Total No. Hours/Class									
Hourly Rate/Class									
Cost/Class	76	0	36	76	156	4	16	0	2
Contingency (10%)	\$152	\$207	\$176	\$179	\$194	\$152	\$123	\$181	\$75
<b>Grand Total Cost</b>	<b>\$11,552</b>	<b>\$0</b>	<b>\$6,336</b>	<b>\$13,604</b>	<b>\$30,264</b>	<b>\$608</b>	<b>\$1,968</b>	<b>\$0</b>	<b>\$150</b>
<b>Advance Payment</b>	<b>\$6,448</b>								
	<b>\$70,930</b>								
	<b>\$35,465</b>								

164.37%

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AMENDMENT TO CONTRACT FOR BID #15.02 – DUCT CLEANING AT  
MALIBU HIGH AND CABRILLO ELEMENTARY SCHOOLS – AIRTEK INDOOR  
AIR SOLUTIONS – CHANGE ORDERS #3 AND #4

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize Addendums #3 and #4 to Bid #15.02, Duct Cleaning at Malibu High and Cabrillo Elementary Schools in an amount of \$5,760 for Change Order #3, and \$5,040 for Change Order #4, for a total contract amount not to exceed \$78,655.25.

Funding Information

Budgeted: Yes

Fund: 25

Source: Capital Facilities Fund

Account Number: 25-90100-0-00000-82000-5890-050-1500

COMMENT: Amendment #3 and #4 represents the cost listed below:

ORIGINAL CONTRACT AMOUNT	\$59,980.00
PREVIOUSLY APPROVED CO #1,2	7,875.25
ADDENDUM #3	5,760.00
ADDENDUM #4	<u>5,040.00</u>
TOTAL CONTRACT AMOUNT	\$78,655.25

This amendment constitutes the following additions to the scope of work:

Change Order #3: Interior insulation cleaning; additional access panels installed for access to hard to reach, heavy build-up areas; plastic barrier containment set up in building E to clean fan coil unit, eight (8) additional man hours @ \$90/hr; all due to unexpected heavy sand and dirt build-up in ducts. \$5,760

Change Order #4: Additional requirement by Environ for contractor to collect water from cleaning of air handling units, and supply and return registers; removal of registers off campus for painting; seven (7) additional man hours @ \$90/hr. \$5,040

The Change Orders include all material and labor, and before and after photographs.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AMENDMENT TO CONTRACT FOR BID #15.01 – EXTERIOR STAIR  
RENOVATION AT MCKINLEY ELEMENTARY SCHOOL BY GRAPH COMPANY  
– CHANGE ORDERS #1 AND #2

RECOMMENDATION NO. A.14

It is recommended that the Board of Education authorize Addendums #1 and #2 for Bid #15.01, McKinley Exterior Stair Renovation, in an amount of \$5,989.77 for Change Order #1, and \$21,810.82 for Change Order #2, for a total contract amount not to exceed \$88,100.59.

Funding Information

Budgeted: Yes

Fund: 40

Source: Special Reserved Fund

Account Number: 40-90100-0-00000-82000-5640-060-2600

Description: Wells Fargo

COMMENT: Amendment #1 and #2 represents the cost listed below:

ORIGINAL CONTRACT AMOUNT	\$60,300.00
ADDENDUM #1	5,989.77
ADDENDUM #2	<u>21,810.82</u>
TOTAL CONTRACT AMOUNT	\$88,100.59

This amendment constitutes the following additions to the scope of work:

Change Order #1: Paint removal by sandblasting, hazardous material removal and additional labor to remove paint for welding. \$5,989.77

Change Order #2: Additional scope of work related to lead paint removal, welding, materials, fabrication and labor to repair seventy four (74) support angles, partial or complete replacement of ten (10) risers and eleven (11) plate pans, due to excessive hidden rust conditions.  
\$21,810.82

All stairs are currently safe to use, but due to the additional welding, painting will not be completed by the start of school. Due to limited access once school commences, completion of the project has been extended to August 31, 2014.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: APPROVAL TO PURCHASE TWO PASSENGER SCHOOL BUSES FROM AZ BUS SALES, SURPLUS THE REPLACED VEHICLES, AND TO ENTER INTO A FIVE-YEAR LEASE WITH SANTANDER BANK FOR THEIR PURCHASE

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve staff to purchase one (1) sixteen (16) passenger Chevy Collins School Bus and one (1) eighteen plus two (18 + 2) passenger Chevy Collins Wheelchair School Bus from AZ Bus Sales Inc.; to surplus the replaced vehicles; and to enter into a five-year lease purchase agreement with Santander Bank to pay for their purchase. Annual payments beginning September 2014 through September 2018 will be in an amount of \$28,798.00 each year, for a total price not to exceed \$143,990.00 including tax and interest.

Funding Information

Budgeted: Yes

Fund: General

Source: General Fund

Account Number: 01-00000-0-50010-36000-6500-2580

COMMENTS: Two existing school buses are in need of replacement as they are beyond economic repair (vehicle #18 and #27). Following Board approval, a purchase order will be placed with AZ Bus to purchase the two buses. Expected delivery is September 2014. Price for the lease purchase is as follows:

Vehicle #27	16 Passenger Bus	\$ 53,617.85
Vehicle #18	Wheelchair Accessible Bus	\$ 72,377.08
	Tax	<u>\$ 11,123.85</u>
	Principal	\$137,118.77
	Interest	<u>\$ 6,871.23</u>
	Total Loan	\$143,990.00

The following vehicles will be salvaged as surplus once the replacement vehicles are received. Vehicles are beyond economic repair and exceed the District standard of a 10-year replacement cycle.

Veh #	Make/Model	Year	SN	Department	License
27	Collins Bantam	1993	1FDJE37M6RHA62013	Spec Ed	E012813
18	<del>Collins Bantam</del> Thomas Vista	1994	1HVBDABK4SH659053	Spec Ed	E017836

Condition:

Veh #	Mileage	Interior Condition	Exterior Condition	Mechanical
27	Unknown	Poor	Metal fatigue, transmission replacement, paint and major rust	Poor
18	Unknown	Poor	Engine, transmission, chassis replacement, obsolete parts	Poor

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA L. LYON / JANECE L. MAEZ / STUART A. SAM

RE: CONTRACT AMENDMENT #02 FOR ADDITIONAL INSPECTION SERVICES –  
EDISON LANGUAGE ACADEMY PROJECT – INDEPENDENT  
CONSTRUCTION INSPECTION – MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve Contract Amendment #02 with Independent Construction Inspection for Additional Testing and Special Inspection Services at Edison Language Academy Project – New Construction in the amount of \$137,104.00 for a total contract amount of \$625,008.00.

Funding Information

Budgeted: No  
Fund: 81  
Source: Measure BB  
Account Number: 81-90500-0-00000-85000-5802-001-2600  
Budget Category: Soft Costs\Testing & Inspection\IOR  
DSA #: 03-112865  
Friday Memo: 08/08/2014

COMMENTS: Division of the State Architect Inspection Services are required by code to ensure that school facilities are built to the DSA approved plans and specification. District staff originally solicited proposal from prequalified Class 1 Inspection firms. Independent Construction Inspection was recommended to provide Inspection Services for Edison Language Academy Project DSA Application No.03-112999.

This Contract Amendment CA#02, for \$137,104, is to extend Class 1 Inspector Inspection Services from August 2, 2014 – May 31, 2015, for Edison Language Academy Project. The revised contract total will be \$625,008.00.

Funding for this cost will be from re-allocation of Program Reserves

ORIGINAL CONTRACT (ELA, DSA A#03-112999)	\$487,904.00
Contract Amendment #1 (Extension of Time)	0,00.00
Contract Amendment #2 (Extension of Time)	137,104.00
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$625,008.00</u>

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: CONTRACT AMENDMENT #11 FOR GEOTECHNICAL OBSERVATION AND TESTING SERVICES – SANTA MONICA HIGH SCHOOL – SCIENCE AND TECHNOLOGY CLASSROOM BUILDING AND SITE IMPROVEMENTS – AMEC ENVIRONMENTAL & INFRASTRUCTURE, INC. – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education approve Contract Amendment #11 to AMEC Environmental & Infrastructure, Inc. for additional Geotechnical Services for the Santa Monica High School Science and Technology Building and Site Improvement Project for an amount not to exceed \$22,700.00, for a total contract amount of \$349,238.00.

Funding Information

Budgeted: Yes  
Fund: 83  
Source: Measure BB  
Account Number: 83-90500-0-00000-85000-5802-015-2600  
Project: Santa Monica High School  
Budget Category: Soft Costs/Testing & Inspections/Materials Lab  
Friday Memo: 08/08/2014

COMMENTS: AMEC Environmental & Infrastructure, Inc. is providing Geotechnical Observation and Testing Services for the Santa Monica High School Science and Technology Building and Site Improvement Project. Contract amendment #8 was approved on March 5, 2013 for an amount of \$44,600. Contract Amendment #9 was approved on February 6, 2014 for an amount of \$35,193. Contract Amendment #10 was approved on June 25, 2014 for an amount of \$42,966.

AMEC's previously approved amendment #10, included \$14,091 for geotechnical services to be provided for Phase II. This proposal was based on an initial milestone schedule of activities. In order to expedite the construction activities for the Phase IIB project and reduce safety hazards by minimizing the amount of open trenching in such a small area, we are requesting a geological technician remain on site full time during the excavation and backfill operations.

The estimated additional testing required to complete the Phase IIB portion of the project will result in a total add of \$22,700. Funds will be transferred From Samohi contingency fund under the Sundt contract for this scope of work. This fund transfer will be from Hard Cost/Construction to Soft Cost/Testing & Inspection/Materials Lab. It is recommended the Board of Education approve this amendment to allow for uninterrupted testing and observation. The revised contract total will be \$349,238.00.

District anticipates a future item to complete Phase II at a later date.



(Continued on next page)

ORIGINAL CONTRACT – Samohi Seismic Evaluation	\$31,600
CONTRACT AMENDMENT #1 (Samohi Seismic)	\$5,000
CONTRACT AMENDMENT #2 (Samohi Seismic)	\$18,030
CONTRACT AMENDMENT #3 (Samohi Seismic)	\$2,000
CONTRACT AMENDMENT #4 (Samohi DSA Closeout)	\$6,000
CONTRACT AMENDMENT #5 (Washington CDS)	\$9,675
CONTRACT AMENDMENT #6 (Company Name Change)	\$0
CONTRACT AMENDMENT #7 (Samohi Science and Tech Geotech)	\$131,474
CONTRACT AMENDMENT #8 (Samohi Science and Tech Geotech)	\$44,600
CONTRACT AMENDMENT #9 (Samohi Science and Tech Geotech)	\$35,193
CONTRACT AMENDMENT #10 (Samohi Phase 2 West Site Geotech)	\$42,966
CONTRACT AMENDMENT #11 (Samohi Phase 2B)	\$22,700
<b>TOTAL:</b>	<b>\$349,238.00</b>

A Friday memo accompanies this board item.

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – JOHN ADAMS MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDINGS E, F, & G, NEW ADMINISTRATION, MODERNIZATION & SITE IMPROVEMENTS (PACKAGE 2B) – SWINERTON BUILDERS – MEASURE BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Change Order No. 17 for the Lease Leaseback – John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to Swinerton Builders, for an amount of \$295,220.95 for a total contract amount of \$13,651,861.90 and 0 days of schedule impact.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number: 82-90500-0-00000-85000-6200-011-2600

Budget Category: Hard Costs/Construction/Construction Contracts

DSA #: 03-112808

Friday Memo: 08/08/14

COMMENTS: On July 20, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Swinerton Builders the lease leaseback contract for the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project in the amount of \$11,728,854.

Change Order No. 17 includes ten (10) items related to additional scope of work not identified in the contract documents totaling \$103,710.83, one (1) District directive totaling \$2,146.44 and four (4) items related to unforeseen conditions totaling \$189,363.68, for a total Change Order amount of \$295,220.95.

The scope of work included in Change Order No.17 includes all labor, materials, equipment and related overhead costs for the work described for each item. This contract increase does not include any changes to the contract documents that require DSA approval.

Change Order No. 17 will be funded by the Project Reserve as allocated for John Adams Middle School. The contract duration will remain unchanged on the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project.

*(continued on next page)*

Change Order No. 17 (CO-17) includes the following changes to the terms of the contract:

ORIGINAL CONTRACT AMOUNT	\$11,728,854.00
CHANGE ORDER NO. 1	\$106,339.03
CHANGE ORDER NO. 2	\$15,787.16
CHANGE ORDER NO. 3	\$25,369.51
CHANGE ORDER NO. 4	\$52,926.56
CHANGE ORDER NO. 5	\$47,660.21
CHANGE ORDER NO. 6	\$120,782.00
CHANGE ORDER NO. 7	\$44,962.23
CHANGE ORDER NO. 8	\$103,655.24
CHANGE ORDER NO. 9	\$172,524.08
CHANGE ORDER NO. 10	\$194,439.72
CHANGE ORDER NO. 11	\$91,989.49
CHANGE ORDER NO. 12	\$139,761.67
CHANGE ORDER NO. 13	\$220,730.88
CHANGE ORDER NO. 14	\$81,343.05
CHANGE ORDER NO. 15	\$48,174.53
CHANGE ORDER NO. 16	\$161,341.59
CHANGE ORDER NO. 17	\$295,220.95
<hr/> TOTAL CONTRACT	<hr/> \$13,651,861.90

Change Order No. 17 (CO-17) includes no increase to the contract time:

ORIGINAL CONTRACT AMOUNT	465 Days
CHANGE ORDER NO. 1	0 Days
CHANGE ORDER NO. 2	0 Days
CHANGE ORDER NO. 3	0 Days
CHANGE ORDER NO. 4	0 Days
CHANGE ORDER NO. 5	0 Days
CHANGE ORDER NO. 6	0 Days
CHANGE ORDER NO. 7	0 Days
CHANGE ORDER NO. 8	0 Days
CHANGE ORDER NO. 9	0 Days
CHANGE ORDER NO. 10	6 Days
CHANGE ORDER NO. 11	0 Days
CHANGE ORDER NO. 12	0 Days
CHANGE ORDER NO. 13	0 Days
CHANGE ORDER NO. 14	0 Days
CHANGE ORDER NO. 15	0 Days
CHANGE ORDER NO. 16	0 Days
CHANGE ORDER NO. 17	0 Days
<hr/> TOTAL CONTRACT AMOUNT	<hr/> 471 DAYS

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION CONSENT

8/13/2014

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: APPROVAL FOR SOLE SOURCE CONTRACT– MALIBU MIDDLE/HIGH  
SCHOOL ATHLETIC FIELD LIGHTS – RDM ELECTRIC COMPANY, INC. –  
MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education authorize the District to contract with RDM Electric Company, Inc. as a “Sole Source” for future removal and installation of the Stadium Lighting out at the Malibu Middle/High School.

Funding Information

Budgeted: No  
Fund: 25  
Source: Capital Fund  
Account Number: 90124-0-00000-85000-6200-010-2600  
Budget Category: Hard Costs/Construction  
DSA #: N/A  
Friday Memo: 08/08/14

COMMENTS: Recommendation to authorize the District to contract work with RDM Electric Co., Inc. for annual maintenance of the Stadium Lights due to coastal development permit requirements for a maximum period of five (5) years which aligns with a typical GSA contract award for services. The annual contract will not exceed \$45,000 and the “time and material” service will be re-negotiated each year. The Parsons/CCM construction management team has evaluated the cost savings at 10-15% and the site has concurred with the knowledge and past experience of this contractor has resulted in reduced site impacts.

A Friday Memo accompanies this item.

\*\*\*\*\*      \*\*\*\*\*      \*\*\*\*\*      \*\*\*\*\*      \*\*\*\*\*      \*\*\*\*\*

Public Comments:

- *Cynthia Kesselman, Steve Uhring, and Julie Tobias addressed the board regarding this item. Ms. Maez clarified that the fund listed is Fund 25, not Measure BB.*

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: ACCEPT WORK AS COMPLETED – MULTIPLE PURCHASE ORDERS  
PROJECTS – CAPITAL FUND & MEASURE BB

RECOMMENDATION NO. A.20

It is recommended that the Board of Education accept as completed all work contracted for the indicated Purchase Orders:

Edison Language Academy – New Construction Project

<b>Vendor Name/Project</b>	<b>PO Number</b>	<b>Amount</b>	<b>Substantial Completion Date</b>
Networld Solutions, Inc.	133203	\$44,110.00	7/06/14
Networld Solutions, Inc.	142394	\$5,300.00	7/06/14

John Adams Middle School – New Construction & Modernization (Pkg A) Project

<b>Vendor Name/Project</b>	<b>PO Number</b>	<b>Amount</b>	<b>Substantial Completion Date</b>
South Bay Landscaping, Inc.	145690	\$24,978.00	6/23/14

Santa Monica High School – Science & Technology & Site Improvements Project

<b>Vendor Name/Project</b>	<b>PO Number</b>	<b>Amount</b>	<b>Substantial Completion Date</b>
All Area Plumbing, Inc.	141006	\$38,261.00	3/28/14

COMMENT: A Notice of Completion must be filed for Purchase Orders over \$25,000 and within thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

RECOMMENDATION NO. A.21

Unless otherwise noted, all items are included in the 2014/2015 approved budget.

**ADDITIONAL ASSIGNMENTS**

**EDUCATIONAL SERVICES**

Donohoe, Kitty	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Goldman, Jennifer	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Harris, Stacey	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Mathewson, Stefanie	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Stark, Amy	9.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$379
TOTAL ESTABLISHED HOURLY			\$1,135

Comment: Preparation for Professional Development Workshops  
01-RGK Foundation

Beeman-Solano, Amy	3.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$379
Blitz, Sarah	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Brock, Miriam	9.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$379
Cannell, Steve	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Dresher, Pam	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Estrada, Tiffany	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Flynn, Paula	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Greenfield, Sara	9.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$379
Hamilton, LaDawna	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Hart, Sharon	9.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Ipina, Elizabeth	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Moe, Eric	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
O'Brien, Marianna	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
O'Keefe, Eliana	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Ostrom, Michael	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Ransom, Barbara	9.0 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$379
Roman, Bertha	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Schwengel, Kurt	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Siegel, Julie	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
Taslimi, Laila	4.5 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$189
TOTAL ESTABLISHED HOURLY			\$4,540

Comment: Preparation for Professional Development Workshops  
01-IASA: Title II Teacher Quality

DiMercurio, Joseph	24 hrs @\$42.08	7/1/14-7/31/14	Est Hrly/\$1,010
Urtz, Markell	24 hrs @\$42.08	7/1/14-7/31/14	Est Hrly/\$1,010
TOTAL ESTABLISHED HOURLY			\$2,020

Comment: Process New Core Math Textbooks  
01-Common Core Implementation

Adams, Tracy	18 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$757
Hamilton, LaDawna	18 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$757
Loopesko, Lorna	18 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$757
TOTAL ESTABLISHED HOURLY			

Comment: English/Language Arts Curriculum Guides  
01-Common Core Implementation

Calek, Laura	5 hrs @\$42.08	7/1/14-7/2/14	Est Hrly/\$210
Williams, Alma	5 hrs @\$42.08	7/1/14-7/2/14	Est Hrly/\$210
		TOTAL ESTABLISHED HOURLY	\$2,691
Comment:	Math Curriculum Guides 01-RGK Foundation		
Mathewson, Stefanie	19.5 hrs @\$42.08	6/26/14-6/27/14	Est Hrly/\$821
		TOTAL ESTABLISHED HOURLY	\$821
Comment:	Elementary Math Curriculum Mapping 01-RGK Foundation		
Ostrom, Michael	30 hrs @\$42.08	7/14/14-7/18/14	Est Hrly/\$1,262
		TOTAL ESTABLISHED HOURLY	\$1,262
Comment:	Close Reading Lessons 01-Cotsen Family Foundation		
Estrada, Tiffany	3 hrs @\$42.08	7/9/14	Est Hrly/\$126
Ipina, Elizabeth	3 hrs @\$42.08	7/9/14	Est Hrly/\$126
Karadi, Adrienne	3 hrs @\$42.08	7/9/14	Est Hrly/\$126
		TOTAL ESTABLISHED HOURLY	\$378
Comment:	CELD Test Training 01-ESEA – Title III – LEP		
Blanchard, Aisha	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Brossoit, Jennifer	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Carey, Ann	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Cervantes, Hayde	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Gonzalez, Gabriella	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Hakomori, Teri	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Hamilton, LaDawna	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Majewski, Maribeth	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Mowry, Kristen	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Ostrom, Michael	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Salmaggi, Aileen	9 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$379
Sanschagrín, Marc	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Siegel, Julie	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
Verham, Karen	12 hrs @\$42.08	7/7/14-7/11/14	Est Hrly/\$505
		TOTAL ESTABLISHED HOURLY	\$6,314
Comment:	Elementary English/Language Arts Curriculum Guides 01-Common Core Implementation		
Andino, Melisa	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Andrew, Vy	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Beauvoir, Didier	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Bon, Nancy	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Diamond, Renee	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Haendel, Erin	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Hart, Matthew	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Helsing, Alyssa	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Hoffman, Beth	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Hylind, Amy	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Jung, Parisa	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Levy, Amanda	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Marcos, Eric	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
McGregory, Cynthia	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Mendinueto, Darwin	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Meyer, Kimberly	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Moe, Eric	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Moe, Rose	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Perez, Lourdes	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Rajabali, Jahan	6 hrs @\$42.08	8/12/14	Est Hrly/\$252

Ransom, Barbara	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Rosen, Maureen	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Sato, Glen	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Seymour, Robert	6 hrs @\$42.08	8/12/14	Est Hrly/\$252
Utzinger, Sara	6 hrs @\$42.08	8/12/14	<u>Est Hrly/\$252</u>
TOTAL ESTABLISHED HOURLY			\$6,300

Comment: Pearson Math Teacher Training  
01-Common Core Implementation

#### SANTA MONICA HIGH SCHOOL

De La Cruz, Gilda	14 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$589
Louria, Meredith	14 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$589
Pust, Jennifer	14 hrs @\$42.08	7/1/14-8/13/14	<u>Est Hrly/\$589</u>
TOTAL ESTABLISHED HOURLY			\$1,767

Comment: Summer Read Lesson Development  
01-Gifts – Equity Fund

De La Cruz, Gilda	2 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$ 84
Fulcher, Nathan	6 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$252
Louria, Meredith	8 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$337
Pust, Jennifer	8 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$337
Webb, Kitaro	6 hrs @\$42.08	7/1/14-8/13/14	<u>Est Hrly/\$252</u>
TOTAL ESTABLISHED HOURLY			\$1,262

Comment: AP English Support  
01-LCAP – Economic Impact Aid

Bautista-Nicholas, Claudia	3 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$126
Garcia-Hecht, Veronica	3 hrs @\$42.08	7/1/14-8/13/14	Est Hrly/\$126
Mireles-Toumayan, G.	3 hrs @\$42.08	7/1/14-8/13/14	<u>Est Hrly/\$126</u>
TOTAL ESTABLISHED HOURLY			\$378

Comment: Immersion Common Core Planning  
01-Formula & Old Tier III

#### SUMMER SCHOOL

(80% own daily rate unless otherwise noted)

#### EDUCATIONAL SERVICES

Martinez, Lorena	11 days @\$304.37	6/27/14-7/11/14	<u>Own Daily/\$3,348</u>
TOTAL OWN DAILY			\$3,348

Comment: Elementary Intensive Intervention Summer School  
01-Unrestricted Resource

#### HOURLY TEACHERS

##### STUDENT SERVICES

Bower, J. Alan	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Cassone, Catherine	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Fisher-Lerer, Vicki	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Foster, Craig	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Gleason, Beverly	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Jordan, La Teria	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
McConville-Awbrey, Gigi	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
McGregory, Cynthia	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Murphy, Letitia	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Paz, Trevor	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Pitts, Gregory	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----



Tangum, Cathy	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
Toppel, Diane	\$42.08, as needed	8/19/14-6/5/15	Est Hrly/\$----
		TOTAL ESTABLISHED HOURLY	\$----

Comment: Home Instructor  
01-Unrestricted Resource

**TOTAL ESTABLISHED HOURLY, AND OWN DAILY = \$ 32,216**

## **NEW HIRES**

### **ADMINISTRATIVE CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Brinkworth, Shannon School Psychologist Special Education	100%	7/1/14
Ghadoushi, Nicole School Psychologist Special Education (correction from 7/16/14 Agenda)	80%	7/1/14

### **PROBATIONARY CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Abrazado, Reinelle/SAI-History Santa Monica HS	100%	8/14/14
Barreras-Graciano, Laura/School Age Child Develop Svcs/Rogers Elem	50%	8/15/14
Bayles, Melissa/SAI Collaborative Santa Monica HS	100%	8/14/14
Berukhim, Niloufar/Kindergarten Roosevelt Elementary	80%	8/14/14
Blanchard-Young, Aisha/3 <sup>rd</sup> Grade Grant Elementary	100%	8/14/14
Both, Katherine/Literacy Coach Franklin Elementary	100%	8/14/14
Brossoit, Jennifer/Literacy Coach Grant Elementary	100%	8/14/14
Bundy, Erika/SAI Roosevelt Elementary	100%	8/14/14
Bushin, Gregory/English/Math Olympic High School	100%	8/14/14
Canon, Nell/SAI Life Skills McKinley Elementary	100%	8/14/14
Carson, Wendi/4 <sup>th</sup> Grade Franklin Elementary	100%	8/14/14

Coleman, Marvin/Math Santa Monica HS	100%	8/14/14
Drake, Loren/Biology Santa Monica HS	100%	8/14/14
Edwards, David/4 <sup>th</sup> Grade McKinley Elementary	100%	8/14/14
Escoto, Juan Carlos/Spanish Santa Monica HS	100%	8/14/14
Garnreiter, Sean/Music John Adams Middle School	100%	8/14/14
Garrett, Chakesha/School Age Child Develop Svcs/Franklin Elem	50%	8/15/14
Goldberg, Sharon/Speech Path Special Education	100%	8/14/14
Gonzalez, Monica/5 <sup>th</sup> Grade Rogers Elementary	100%	8/14/14
Honig, Pinchas/Math Malibu High School	100%	8/14/14
Karaiakoubian, Paul/Math John Adams Middle School	100%	8/14/14
Katz, Jessica/Math Lincoln Middle School	100%	8/14/14
Kim, Jeonghyun/3 <sup>rd</sup> Grade McKinley Elementary	100%	8/14/14
Kovacic, Katherine/Speech Path Special Education	100%	8/14/14
Larsen, Mark/Science Malibu High School	100%	8/14/14
Levine, Somer/Literacy Coach Rogers Elementary	100%	8/14/14
Liaw, Susanne/English Olympic High School	100%	8/14/14
Lockett, Graham/Chemistry Santa Monica HS	100%	8/14/14
Madkins, Julee/SAI English John Adams Middle School	100%	8/14/14
Majewski, Maribeth/Literacy Coach Pt Dume Elementary	100%	8/14/14
McCabe, Eileen/Speech Path Special Education	100%	8/14/14

Piper, Sasha/Speech Path Special Education	100%	8/14/14
Portillo, Nicole/Science Malibu High School	100%	8/14/14
Quiroz, Lindsay/Elem Music Educational Services	100%	8/14/14
Reynolds, Collin/Speech Path Special Education	100%	8/14/14
Singleton, Monique/School Age Child Develop Svcs/Grant Elem	50%	8/15/14
Tate, Alia/T-Kindergarten Rogers Elementary	100%	8/14/14
Toussaint, Nicole/Chemistry Santa Monica HS	100%	8/14/14
Uema, Kazuki/5 <sup>th</sup> Grade Rogers Elementary	100%	8/14/14
Velez, Angel/Music Malibu High School	80%	8/14/14

#### TEMPORARY CONTRACTS

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Andorka-Aceves, Debbie/SAI Preschool Special Education	60%	8/14/14-6/5/15
Auer, Kimberly/Spanish Malibu High School	100%	8/14/14-6/5/15
Battung, Jason/Yoga Santa Monica HS	100%	8/14/14-6/5/15
Bouttier, Megan/4 <sup>th</sup> Grade Roosevelt Elementary	100%	8/14/14-6/5/15
Cairns, Cristin/Language Arts Malibu High School	40%	8/14/14-6/5/15
Collins, Katherine/English Santa Monica HS	100%	8/14/14-6/5/15
Dewig, Kevin/SAI Life Skills Lincoln Middle School	100%	8/14/14-6/5/15
Diaz, Vanesa/1 <sup>st</sup> Grade Franklin Elementary	100%	8/14/14-6/5/15
DiDario, Amy/Librarian Lincoln Middle School	100%	8/14/14-6/5/15
Evans, Michael/SAI-Collaborative Santa Monica HS	100%	8/14/14-6/5/15

Faanes, Rebecca/5 <sup>th</sup> Grade Roosevelt Elementary	100%	8/14/14-6/5/15
Ferris, Tina/2 <sup>nd</sup> Grade Roosevelt Elementary	100%	8/14/14-6/5/15
Flores, Ernesto/College Counselor Santa Monica HS	100%	8/1/14-6/30/15
Forte, Mark/Spanish Lincoln Middle School	100%	8/14/14-6/5/15
Fujiwara, Emma/2 <sup>nd</sup> Grade Rogers Elementary	100%	8/14/14-6/5/15
Gonzalez, Henry/SAI Santa Monica HS	100%	8/14/14-6/5/15
Green, Cristi/SAI Cabrillo Elementary	100%	8/14/14-6/5/15
Hodges, Holly/Kindergarten Muir Elementary	100%	8/14/14-6/5/15
Hongo, Yoriko/Japanese Santa Monica HS	60%	8/14/14-6/5/15
Howard, Courtney/4 <sup>th</sup> Grade Rogers Elementary	100%	8/14/14-6/5/15
Husain, Nida/English Santa Monica HS	100%	8/14/14-6/5/15
Huston, Sophie/5 <sup>th</sup> Grade Rogers Elementary	100%	8/14/14-6/5/15
Israel, Carly/3 <sup>rd</sup> Grade Roosevelt Elementary	100%	8/14/14-6/5/15
Karaolis, Olivia/SAI Preschool Special Education	60%	8/14/14-6/5/15
Krogmann, Allyson/Kindergarten Grant Elementary	100%	8/14/14-6/5/15
Lauer, Elizabeth/3 <sup>rd</sup> Grade McKinley Elementary	100%	8/14/14-6/5/15
Maeder, Charlene/3 <sup>rd</sup> Grade Franklin Elementary	100%	8/14/14-6/5/15
Malfer, Georgiann/SAI Preschool Muir Elementary	60%	8/14/14-6/5/15
Mauck, Rachel/4 <sup>th</sup> Grade Grant Elementary	100%	8/14/14-6/5/15
Mercado-Rivera, Aldo/Immer Soc St John Adams Middle School	100%	8/14/14-6/5/15

Midell, David/SAI Social Skills Grant Elementary	100%	8/14/14-6/5/15
Mogilefsky, Angela/English Santa Monica HS	100%	8/14/14-6/5/15
Mojica, Georgina/1 <sup>st</sup> Grade Edison Elementary	100%	8/14/14-6/5/15
Muro, Daniel/English Santa Monica HS	100%	8/14/14-6/5/15
Nepomuceno, Gregorio/4 <sup>th</sup> Grade Edison Elementary	100%	8/14/14-6/5/15
Norsworthy, Kathleen/Humanities Lincoln Middle School	100%	8/14/14-6/5/15
Pawling, Sean/Elementary Music Educational Services	100%	8/14/14-6/5/15
Perez, Raymond/Counselor Lincoln Middle School	100%	8/1/14-6/30/15
Peterson-Brandt, Valerie/4 <sup>th</sup> /5 <sup>th</sup> Grade Roosevelt Elementary	100%	8/14/14-6/5/15
Resnick, Joshua/SAI – Math Santa Monica HS	100%	8/14/14-6/5/15
Rowley, Casey/College Counselor Malibu High School	100%	8/1/14-6/30/15
Schuman, Kristina/SAI McKinley Elementary	100%	8/14/14-6/5/15
Sessions, William/SAI SMASH	100%	8/14/14-6/5/15
Sherman, Ivie/SAI Lincoln Middle School	100%	8/14/14-6/5/15
Threlkeld, Janice/2 <sup>nd</sup> Grade Franklin Elementary	100%	8/14/14-6/5/15
White, Sarah/2 <sup>nd</sup> Grade Franklin Elementary	100%	8/14/14-6/5/15
Whitman, Angela/3 <sup>rd</sup> Grade Pt Dume Elementary	100%	8/14/14-6/5/15

**SUBSTITUTE TEACHERS**  
**PREFERRED SUBSTITUTES**

(@\$169.00 Daily Rate)

Kovacic, Katherine

Murphy, Anne

Effective

6/18/14-7/18/14

6/16/14-7/18/14

**CHILD DEVELOPMENT SERVICES**

(@\$16.83 Hourly Rate)

Johnson, Alice	7/14/14-8/14/14
Rodgers, Rodney	6/11/14-8/14/14

### **CHANGE IN ASSIGNMENT**

Campbell, Charlotte	<u>Effective</u> 8/14/14
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Pt. Dume Elementary/1<sup>st</sup> Grade

From: SAI

To: 1<sup>st</sup> Grade

DeGregorio, Dana	8/14/14
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Roosevelt/Franklin/SAI

From: 50% McKinley/50% Roosevelt

To: 50% Franklin/50% Roosevelt

Smith, Devon	8/14/14
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John Adams/Humanities

From: Rogers Elementary/5<sup>th</sup> Grade

To: John Adams MS/Humanities

Tolentino-Stauffer, Aimee	8/1/14
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Santa Monica HS/SSA

From: Counselor/Lincoln MS

To: Student Support Adv/Santa Monica HS

Trundle, Albert	8/14/14
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Santa Monica HS/Teacher

From: Student Support Advisor

To: Teacher/Athletic Director

### **RESIGNATION**

<u>Name/Location</u>	<u>Effective</u>
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Chandler, Ashley	7/1/14
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Santa Monica High School

Fan, Tao-Hwa	6/10/14
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Santa Monica HS/Malibu HS

Flohr, Elizabeth	6/10/14
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Malibu High School

Hammill, Debra	7/18/14
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Malibu High School

Magnuson, Ruth	7/18/14
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Santa Monica High School

### **DECEASED**

<u>Name/Location</u>	<u>Effective</u>
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Barba, Yesenia	7/20/14
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Child Development Services

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT  
08/13/14

RECOMMENDATION NO. A.22

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedules.

<b><u>NEW HIRES</u></b>		<b><u>EFFECTIVE DATE</u></b>
Gonzalez, Xavier Edison ES	Custodian 5 Hrs/12 Mo/Range: 22 Step: A	7/1/14
Johnson, Peter Adams MS	Custodian 5 Hrs/12 Mo/Range: 22 Step: A	7/1/14
Mamon, Stephanie Roosevelt ES	Custodian 5 Hrs/12 Mo/Range: 22 Step: A	7/1/14
Mamon, Steven Malibu HS	Custodian 8 Hrs/12 Mo/Range: 22 Step: A	7/1/14
Morales, Steve Franklin ES	Custodian 5 Hrs/12 Mo/Range: 22 Step: A	7/1/14
Palacio, Ramon Fiscal Svcs	Accounting Technician 8 Hrs/12 Mo/Range: 29 Step: D	7/15/14
<b><u>SUMMER ASSIGNMENTS</u></b>		<b><u>EFFECTIVE DATE</u></b>
Ballat, Nawal Child Develop Svcs	Children's Center Asst	6/11/14-8/14/14
Brito, Salvador Transportation	Bus Driver	7/14/14-8/11/14
Carrillo, Steven Transportation	Bus Driver	7/14/14-8/11/14
Cisneros, Yolanda Operations	Custodian	7/21/14-8/15/14
Cornejo, Natalie Santa Monica HS	Campus Security Officer	6/16/14-7/18/14
Davis, Kenrick Transportation	Bus Driver	7/14/14-8/11/14
Davis, Lenora Transportation	Bus Driver	7/14/14-8/11/14
De La Rosa, Johanna District	Office Specialist	7/21/14-8/8/14
De Los Santos, Gabriela Child Develop Svcs	Children's Center Asst	6/11/14-8/14/14

Gauntt, Deborah Transportation	Bus Driver	7/14/14-8/11/14
Granadino, Frank Transportation	Bus Driver	7/14/14-8/11/14
Greene, Milton Malibu HS	Campus Security Officer	7/21/14-8/8/14
Hernandez, Steven Operations	Custodian	7/21/14-8/15/14
La Brie, Marilyn Educational Svcs	Office Specialist	7/1/14-7/13/14
Lawrence, Adrianna Transportation	Bus Driver	7/14/14-8/11/14
Lewis, Jessie Transportation	Bus Driver	7/14/14-8/11/14
Miller, Karen District	Office Specialist	6/24/14-6/30/14
Monroy, Rosa Child Develop Svcs	Children's Center Asst	6/11/14-8/14/14
Olmos, Maria Rogers ES	Senior Office Specialist	7/7/14-7/31/14
Oyenoki, Liz McKinley ES	Senior Office Specialist	7/7/14-7/31/14
Pegue, Forrest Transportation	Bus Driver	7/14/14-8/11/14
Preciado, Edwin Operations	Custodian	7/21/14-8/15/14
Preciado, Iris District	Office Specialist	7/1/14-8/31/14
Reed, Shuntoria Child Develop Svcs	Children's Center Asst	6/11/14-8/14/14
Sammann, Kevin Transportation	Bus Driver	7/11/14-8/11/14
Silvestre, Ernestina Transportation	Bus Driver	7/8/14-7/11/14
Simmons, Michael Transportation	Bus Driver	7/14/14-8/11/14
Smith, Brian Transportation	Bus Driver	7/14/14-8/11/14
Wilson, Stanley Malibu HS	Campus Security Officer	7/21/14-8/8/14
Wirt, James Transportation	Bus Driver	7/14/14-8/11/14



Yates-Lomax, Kathy Transportation	Bus Driver	7/14/14-8/11/14
<b><u>TEMP/ADDITIONAL ASSIGNMENTS</u></b>		<b><u>EFFECTIVE DATE</u></b>
Aquilar, Mark Facility Use	Custodian [overtime; Facility Use events]	6/1/14-6/10/14
Buendia, Carolina McKinley ES	Paraeducator 1 [additional hours; field trip]	5/16/14
Castillo, John Facility Improvement Projects	Network Engineer [overtime; technical support]	7/1/14-6/30/15
Chulack, Sarah McKinley ES	Paraeducator 3 [additional hours; field trip]	5/16/14
Doty, Joel McKinley ES	Paraeducator 1 [additional hours; field trip]	5/16/14
Gaidzik, Bill Facility Improvement Projects	Technology Support Assistant [overtime; technical support]	7/1/14-6/30/15
Gardea-Perez, Lupe Facility Improvement Projects	Bilingual Community Liaison [overtime; translation]	7/1/14-6/30/15
Gaylor, Amanda Human Resources	Office Specialist [additional hours; clerical assistance]	7/2/14-7/22/14
Gold, Kathy Facility Improvement Projects	Technology Support Assistant [overtime; technical support]	7/1/14-6/30/15
Jackson, LaTasha McKinley ES	Paraeducator 2 [additional hours; field trip]	5/16/14
Manzur, Juan Facility Improvement Projects	Technology Support Assistant [overtime; technical support]	7/1/14-6/30/15
Marmolejo, David Facility Improvement Projects	Network Engineer [overtime; technical support]	7/1/14-6/30/15
Martinez, Santiago Facility Improvement Projects	Technology Support Assistant [overtime; technical support]	7/1/14-6/30/15
Olmos, Maria Child Develop Svcs	Senior Office Specialist [additional hours; clerical assistance]	7/7/14-8/1/14
Ortiz, Alondra Facility Improvement Projects	Office Specialist [additional hours; clerical assistance]	7/1/14-8/31/14
Patterson, Pete Facility Improvement Projects	Technology Support Assistant [overtime; technical support]	7/1/14-6/30/15
Ramirez, Phil Maintenance	Painter [overtime; painter assignments]	4/21/14-6/30/14
Savage, Stephanie Special Education	Senior Office Specialist [additional hours; clerical assistance]	6/16/14-8/11/14

Strahn, Yvonne Santa Monica HS	Senior Office Specialist [additional hours; ROP office support]	7/1/14-7/31/14
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**CHANGE IN ASSIGNMENT**

Ausmus, Devon Facility Use	Technical Theater Technician 8 Hrs/12 Mo From: 6 Hrs/10 Mo	7/1/14
Burkett, Deena Facility Use	Senior Office Specialist 8 Hrs/12 Mo From: 4 Hrs/12 Mo	7/1/14
Morris, Sean Facility Use	Custodian 6 Hrs/12 Mo From: 3 Hrs/12 Mo	7/1/14

**LEAVE OF ABSENCE (PAID)**

Brown, Sarah Santa Monica HS	Paraeducator 1 Medical	8/18/14-12/31/14
Buchanan, Timothy Adams MS	Custodian Medical	6/2/14-6/23/14
Mederos, Eden Santa Monica HS	Paraeducator 3 Medical	5/27/14-6/10/14
Simmonds, Hugh Operations	Gardener Medical	8/1/14-10/1/14
Skowlund, Carol Educational Svcs	Senior Administrative Assistant Medical	6/19/14-7/14/14

**WORKING OUT OF CLASS**

Donovan, Marc Maintenance	Plumber From: Glazier	7/1/14-11/5/14
McNeely, Deborah Maintenance	Skilled Maintenance Worker From: Custodian	7/1/14-11/5/14
Parker, Stephen Maintenance	Carpenter From: Skilled Maintenance Worker	7/1/14-11/5/14
Villa, Alejandro Maintenance	Glazier From: Skilled Maintenance Worker	6/23/14-6/30/14 7/1/14-11/5/14

**TRANSFER IN LIEU OF LAYOFF**

Carriere, Leigh Pt. Dume ES	Inst Asst - Classroom 3 Hrs/SY From: 4 Hrs/SY/Pt. Dume ES	6/30/14
Le, Corrine Webster ES	Inst Asst - Classroom 3 Hrs/SY From: 6 Hrs/SY/Webster ES	6/30/14
Long, Lakesha McKinley ES	Inst Asst - Classroom 3 Hrs/SY From: 5 Hrs/SY/McKinley ES	7/18/14

Reinbold, Linda Webster ES	Senior Office Specialist 4 Hrs/12 Mo From: 6 Hrs/10 Mo/Webster ES	7/1/14
Rose, Pamela Cabrillo ES	Senior Office Specialist 4 Hrs/10 Mo From: 6 Hrs/10 Mo/Cabrillo ES	7/1/14
Stern, Ellen Webster ES	Inst Asst - Classroom 3 Hrs/SY From: 6 Hrs/SY/Webster ES	6/30/14
Walley, Dayna Webster ES	Inst Asst - Classroom 3 Hrs/SY From: 5 Hrs/SY/Webster ES	6/30/14
Woodworth, Dorie Webster ES	Inst Asst - Classroom 3 Hrs/SY From: 3.6 Hrs/SY/Webster ES	6/30/14
<b><u>PROFESSIONAL GROWTH</u></b>		<b><u>EFFECTIVE DATE</u></b>
Flores, Ardis Grant ES	Paraeducator 1	8/1/14
Hall, Caryl Special Education	Accountant	9/1/14

**ABOLISHMENT OF POSITION**

Inst Asst - Classroom 5 Hrs/SY; Pt. Dume ES	6/30/14
Inst Asst - Classroom 5 Hrs/SY; Pt. Dume ES	6/30/14
Inst Asst - Classroom 2 Hrs/SY; Webster ES	6/12/14
Inst Asst - Classroom 4 Hrs/SY; Webster ES	6/12/14
Inst Asst – Physical Education 3 Hrs/SY; Edison ES	6/10/14
Inst Asst – Physical Education 3.25 Hrs/SY; Franklin ES	6/10/14
Inst Asst – Physical Education 3.5 Hrs/SY; McKinley ES	6/10/14
Inst Asst – Physical Education 4 Hrs/SY; Rogers ES	6/10/14
Inst Asst – Physical Education 2 Hrs/SY; Webster ES	6/10/14
Paraeducator 1 6 Hrs/SY; McKinley ES	8/18/14
Paraeducator 1 6 Hrs/SY; Santa Monica HS	8/18/14

**TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES**  
 (39-MONTH MEDICAL REEMPLOYMENT LIST)  
 YJ7620874 Gardener  
 Operations

**EFFECTIVE DATE**  
 6/30/14

**RESCIND TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES**  
 (39-MONTH MEDICAL REEMPLOYMENT LIST)  
 TZ0028987 Custodian  
 Operations

**EFFECTIVE DATE**  
 6/19/14

**LAYOFF**  
 DJ3744478 Paraeducator 2  
 Special Education 7 Hrs/SY

**EFFECTIVE DATE**  
 7/14/14

**RESIGNATION**  
 Campos, Andhia Children's Center Asst  
 Child Develop Svcs-Washington West

**EFFECTIVE DATE**  
 6/10/14

Garnreiter, Sean Inst Asst - Music  
 Adams MS

6/10/14

Malfer, Georgiann Paraeducator 3  
 Muir ES

6/10/14

Part, Nancy Paraeducator 1  
 Santa Monica HS

6/24/14

**RETIREMENT**  
 Bryant, Cheryl Benefits Technician  
 Human Resources

**EFFECTIVE DATE**  
 11/3/14

Spalding James Custodian  
 Adams MS

8/11/14

MOTION MADE BY: Mr. de la Torre  
 SECONDED BY: Mr. Mechur  
 STUDENT ADVISORY VOTE: N/A  
 AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
 NOES: 0  
 ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION ACTION/CONSENT  
08/13/14  
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / BRANDON TIETZE  
RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.23

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

**COACHING ASSISTANT**

Humphrey, Regence	Malibu HS	7/1/14-6/30/15
Prost, Corey	Santa Monica HS	7/1/14-6/30/15

**TECHNICAL SPECIALIST – LEVEL II**

BILL, ANDREW	ED SVCS/SANTA MONICA HS [Percussion Instructor] - Funding: Measure “R”	7/1/14-7/4/14
GONZALEZ, JUAN	ED SVCS/SANTA MONICA HS [Colorguard Instructor] - Funding: Measure “R”	7/1/14-7/4/14

MOTION MADE BY: Mr. de la Torre  
SECONDED BY: Mr. Mechur  
STUDENT ADVISORY VOTE: N/A  
AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: 2014-2015 DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

RECOMMENDATION NO. A.24

It is recommended that the Board of Education adopt the 2014-2015 Declaration of Need for Fully Qualified Educators.

COMMENT: Based on prior year data, the following Declaration stipulates those areas and numbers of emergency permit holders Santa Monica-Malibu anticipates for the 2014-2015 school year. With Board approval, the Declaration will be sent to the Commission on Teacher Credentialing (CTC) thereby establishing the District's need areas for 2014-2015.

Under Education Code 44300 and Senate Bill 322, the Declaration enables the District to streamline its approach to obtaining emergency credentials by establishing the statement of need once rather than on a person-by-person basis. Therefore, as the District finds it necessary to employ teachers under emergency permits, the application process and approval will be more quickly completed.

This declaration may be revised with Board approval as hiring needs change during the school year.

The Board has received a copy of the Declaration of Need for Fully Qualified Educators under separate cover. This document is on file in the Office of Human Resources and will be included with the permanent minutes of the meeting.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: STUDENT TEACHING / INTERNSHIP AGREEMENT – UNIVERSITY OF LA  
VERNE

RECOMMENDATION NO. A.25

It is recommended that the Board of Education enter into a Student Teaching / Internship Agreement between University of La Verne and the Santa Monica-Malibu Unified School District.

INSTITUTION: University of La Verne

EFFECTIVE: July 2, 2014

PAYMENT: The University shall pay the District \$100.00 per student teaching assignment; \$200.00 per Special Education student teaching assignment; or a \$400 stipend for Intern Teaching Educational Specialist school-site support providers.

COMMENT: The District participates with university teacher training institutions in providing classroom teaching situations under the supervision of a master teacher.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

TO: BOARD OF EDUCATION  
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON  
RE: ADMINISTRATIVE APPOINTMENT

ACTION/CONSENT  
08/13/14  
**UPDATE**

RECOMMENDATION NO. A.26

It is recommended that the Board of Education approve the following administrative appointment:

**CERTIFICATED APPOINTMENT**

**Effective**

Mr. Chris Regan  
Assistant Principal, Malibu High School

8/14/14

Dr. Ashley Benjamin  
Assistant Principal, Franklin Elementary School

8/14/14

Ms. Lynda Holeva  
50% Assistant Principal, Will Rogers/50% BTSA Coordinator

8/14/14

Dr. Yusuf Allahjah  
**Assistant Principal, John Adams Middle School**

**8/14/14**

\*\*\*\*\*

*The board moved this item to occur before Item No. S.01. Ms. Lyon introduced each of the appointments.*

MOTION MADE BY:  
SECONDED BY:  
STUDENT ADVISORY VOTE:  
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre)  
NOES: 0  
ABSENT: 1 (Ecsarce)



TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / MARK KELLY

RE: REPLACE BP 5144.1 – SUSPENSION AND EXPULSION/DUE PROCESS

RECOMMENDATION NO. A.27

It is recommended that the Board of Education replace BP 5144.1 – Suspension and Expulsion/Due Process.

COMMENTS: The proposed revision to BP 5144.1 and revisions to AR 5144.1 reflect implementation of AB 1729, which changed sections of the Education Code to allow for implementing and documenting alternative means of correction. AB 1729 also restricts administrators from suspending students for first-time violations of some sub-sections of Education Code 48900, unless the student poses a threat or danger to person(s). Additionally, the revisions reflect changes to specific sections of Education Code 48900; specifically 48900(r) on bullying, including bullying by an electronic act. The proposed revisions and updates to BP and AR 5144.1 reflect implementation of changes to the Education Code required by AB 1729. Additionally, the proposed revisions are aligned to recommended changes suggested by CSBA.

The Board was informed as to how AB 1729 changed the Education Code regarding student discipline at its November 17, 2013, meeting.

This policy came forward for discussion at the July 16, 2014, board meeting. Changes to the corresponding AR can be found under Information in this agenda.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)

**SUSPENSION AND EXPULSION/DUE PROCESS**

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900 (s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from any school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally and in accordance with the district's nondiscrimination policies.

**Appropriate Use of Suspension and Expulsion**

Except when a student commits an act that violates Education Code 48900 (a) - (e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915 (c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

## **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

## **Removal from Class by a Teacher and Parental Attendance**

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law and that, if there are reasonable factors that may prevent the parent/guardian from complying with the requirement, he/she should contact the school. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by any method that maintains the confidentiality of the student's records.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

## **Supervised Suspension Classroom**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense,

supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

### **Decision Not to Enforce Expulsion Order**

Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917)

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

~~The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.~~

~~Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.~~

~~Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)~~

~~Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.~~

~~The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.~~

### **Zero Tolerance**

~~The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.~~

## **Student Due Process**

~~The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)~~

## **Supervised Suspension Classroom**

~~The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.~~

~~The Superintendent or designee may establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.~~

~~The Superintendent or designee may examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.~~

## **Required Parental Attendance**

~~The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.~~

~~Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)~~

~~Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.~~

~~The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)~~

~~When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)~~

~~The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.~~

~~A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)~~

~~The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.~~

~~District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)~~

### **~~Decision Not to Enforce Expulsion Order~~**

~~In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.~~

#### Legal Reference:

##### **EDUCATION CODE**

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

##### **CIVIL CODE**

47 Privileged communication

48.8 Defamation liability

##### **CODE OF CIVIL PROCEDURE**

1985-1997 Subpoenas; means of production

##### **GOVERNMENT CODE**

11455.20 Contempt

54950-54963 Ralph M. Brown Act

##### **HEALTH AND SAFETY CODE**

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

##### **LABOR CODE**

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

##### **PENAL CODE**

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse  
 286 Sodomy defined  
 288 Lewd or lascivious acts with child under age 14  
 288a Oral copulation  
 289 Penetration of genital or anal openings  
 417.27 Laser pointers  
 422.55 Hate crime defined  
 422.6 Interference with exercise of civil rights  
 422.7 Aggravating factors for punishment  
 422.75 Enhanced penalties for hate crimes  
 626.2 Entry upon campus after written notice of suspension or dismissal without permission  
 626.9 Gun-Free School Zone Act of 1995  
 626.10 Dirks, daggers, knives, razors, or stun guns  
 868.5 Supporting person; attendance during testimony of witness  
 WELFARE AND INSTITUTIONS CODE  
 729.6 Counseling  
 UNITED STATES CODE, TITLE 18  
 921 Definitions, firearm  
 UNITED STATES CODE, TITLE 20  
 1415(K) Placement in alternative educational setting  
 7151 Gun-free schools  
 COURT DECISIONS  
 T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267  
 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  
 Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321  
 Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807  
 Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182  
 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301  
 ATTORNEY GENERAL OPINIONS  
 84 Ops.Cal.Atty.Gen. 146 (2001)  
 80 Ops.Cal.Atty.Gen. 348 (1997)  
 80 Ops.Cal.Atty.Gen. 91 (1997)  
 80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
 adopted: August 19, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

ACTION/CONSENT

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: REVISE BP 6177 – SUMMER LEARNING PROGRAMS

RECOMMENDATION NO. A.28

It is recommended that the Board of Education revise BP 6177 – Summer Learning Programs.

COMMENTS: This policy is updated to reflected new law (AB 97), which requires districts to develop a local control and accountability plan (LCAP) that includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. The policy revisions include language related to the alignment of summer programs and the LCAP, increased specificity regarding priority for enrollment in summer school programs, and the requirement for the superintendent or designee to annually report to the Board on summer school enrollment and the extent to which students successfully achieved the outcomes of the established programs.

This policy was discussed at the July 16, 2014, board meeting.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)



**SUMMER LEARNING PROGRAMS**

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

The Board of Education recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students. Summer school provides valuable opportunities for students to improve their skills and make academic progress.

~~When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment, and/or acceleration.~~

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year
2. Have not made sufficient progress toward passing the state exit examination required for high school graduation
3. Have been retained or are at risk of being retained at their grade level
4. Demonstrate academic deficiencies in core curriculum areas
5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

The remaining openings shall be offered to other district students on a lottery basis.

~~The district shall offer summer instructional programs for graduating high school seniors who need courses for graduation before the beginning of the next school year. (Education Code 41976.5)~~

~~The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)~~

### **Enrollment Priorities**

~~Priority to enroll in summer programs shall be given to district students who:~~

- ~~1. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2~~
- ~~2. Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252~~
- ~~3. Need course credits in order to graduate from high school before the beginning of the next school year~~

~~The remaining openings shall be offered to district students on a first-come first-served basis.~~

### **Attendance**

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for their summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

### **Rotation of School Sites**

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to equalize accommodate ~~long-term~~ facility and maintenance needs.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, he/she may report on the extent to which students successfully achieved the outcomes established for the program.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity
3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component
4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals

5. Assigning summer vacation homework in core curricular subject(s) for extra credit
6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects
7. Arranging opportunities for community service

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program  
8484.7-8484.9 21st Century Community Learning Centers  
37252-37254.1 Supplemental instruction  
39837 Transportation to summer employment programs  
41505-41508 Pupil Retention Block Grant  
41976.5 Summer school programs, substantially disabled persons or graduating high school seniors  
42238.8 Revenue limit for average daily attendance  
42239 Summer school apportionments  
48070-48070.5 Promotion and retention  
51210 Areas of study for elementary schools  
51220 Areas of study for grades 1-6  
51730-51732 Powers of governing boards (authorization for elementary summer school classes)  
52060-52077 Local control and accountability plan  
54444.3 Summer program for migrant students  
56345 Extended-year program for special education students  
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program  
58806 Summer school apportionments  
60851 Supplemental instruction toward exit examination  
CODE OF REGULATIONS, TITLE 5  
3043 Extended school year, special education students  
11470-11472 Summer school  
UNITED STATES CODE, TITLE 20  
6311-6322 Improving basic programs for disadvantaged students  
7171-7176 21<sup>st</sup> Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Summer Learning and Wellness Resource Guide  
School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012

New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

National Summer Learning Association: <http://www.summerlearning.org>

Partnership for Children and Youth: <http://partnerforchildren.org>

RAND Corporation: <http://www.rand.org>

Summer Matters: <http://summermatters2you.net>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
adopted: August 19, 2009 Santa Monica, California**



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## **DISCUSSION ITEMS**



TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER ADOPTING BP 0200 – GOALS FOR THE SCHOOL DISTRICT

DISCUSSION ITEM NO. D.01

It is recommended that the Board of Education consider adopting BP 0200 – Goals for the School District.

COMMENTS: The policy requires districts to develop annual goals aligned with specified state priorities and any local priorities and to include those goals in the district's local control and accountability plan (LCAP). The policy also reflects new Title 6 Regulation (Register 2014, No. 6), which provides a template to be used for LCAP development.

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*This item will return for action at the next meeting.*

**GOALS FOR THE SCHOOL DISTRICT**

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR 15497)

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroup(s) or school site(s) to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year. (5 CCR 15497)

Each year the district's update to the LCAP shall review progress toward the goals and describe any changes to the goals. (Education Code 52060-52061)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and each school site may establish goals for inclusion in another district or school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children, and/or any other areas of district or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal

51021 Definition of objective

51041 Evaluation of the educational program

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52050-52059 Public Schools Accountability Act, especially:

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

15497 Local control and accountability plan template

UNITED STATES CODE, TITLE 20



6311 Accountability, adequate yearly progress  
6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

**Policy CSBA MANUAL MAINTENANCE SERVICE**  
**adopted: April 2014**

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER REVISING BP 0410 – NONDISCRIMINATION IN DISTRICT  
PROGRAMS AND ACTIVITIES

DISCUSSION ITEM NO. D.02

It is recommended that the Board of Education consider revising BP 0410 – Nondiscrimination in District Programs and Activities.

COMMENTS: CSBA recommends these revisions to reflect new law (AB 1266), which requires districts to permit a student to participate in sex-segregated school programs and activities, including athletic teams and competitions, and to use facilities consistent with the student's gender identity, regardless of his/her gender as listed on his/her educational records.

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*This item will return for action at the next meeting.*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment and sources of referral for applicants about the district's policy on nondiscrimination and complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, or application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

District programs and facilities, viewed in their entirety, shall be ~~readily accessible and usable by to individuals with disabilities~~ and shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

~~The Superintendent or designee shall also provide information about related complaint procedures. To the extent possible, the district's nondiscrimination policy shall be published in the individual's primary language.~~

Legal Reference:EDUCATION CODE200-262.4 Prohibition of discrimination48985 Notices to parents in language other than English51007 Legislative intent: state policyGOVERNMENT CODE11000 Definitions11135 Nondiscrimination in programs or activities funded by state11138 Rules and regulations

[12900-12996](#) Fair Employment and Housing Act  
[54953.2](#) Brown Act compliance with Americans with Disabilities Act  
 PENAL CODE  
[422.55](#) Definition of hate crime  
[422.6](#) Interference with constitutional right or privilege  
 CODE OF REGULATIONS, TITLE 5  
[4600-4687](#) Uniform complaint procedures  
[4900-4965](#) Nondiscrimination in elementary and secondary education programs  
 UNITED STATES CODE, TITLE 20  
[1400-1482](#) Individuals with Disabilities in Education Act  
[1681-1688](#) Discrimination based on sex or blindness, Title IX  
[2301-2415](#) Carl D. Perkins Vocational and Applied Technology Act  
[6311](#) State plans  
[6312](#) Local education agency plans  
 UNITED STATES CODE, TITLE 29  
[794](#) Section 504 of the Rehabilitation Act of 1973  
 UNITED STATES CODE, TITLE 42  
[2000d-2000d-7](#) Title VI, Civil Rights Act of 1964  
 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
 2000h-2000h-6 Title IX  
 12101-12213 Americans with Disabilities Act  
 CODE OF FEDERAL REGULATIONS, TITLE 28  
[35.101-35.190](#) Americans with Disabilities Act  
[36.303](#) Auxiliary aids and services  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
[100.1-100.13](#) Nondiscrimination in federal programs, effectuating Title VI  
[104.1-104.39](#) Section 504 of the Rehabilitation Act of 1973  
[106.1-106.61](#) Discrimination on the basis of sex, effectuating Title IX, especially:  
[106.9](#) Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students,  
 Policy Brief, February 2014

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

**adopted: August 19, 2009 Santa Monica, California**

**revised: February 20, 2014**

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER REPLACING BP 2210 – ADMINISTRATIVE DISCRETION  
REGARDING BOARD POLICY ~~LEEWAY IN ABSENCE OF BOARD POLICY~~

DISCUSSION ITEM NO. D.03

It is recommended that the Board of Education consider revising BP 2210 – Administrative  
Discretion Regarding Board Policy ~~Leeway in Absence of Board Policy~~.

COMMENTS: CSBA recommends updating the policy to add consultation with legal counsel,  
the chief business official, or other district staff as necessary regarding the  
exercise of the superintendent's authority to act on behalf of the district.

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*Ms. Lyon provided examples of when this policy would come into effect. This item will return for  
action at the next meeting.*

# **ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY ~~LEEWAY IN ABSENCE OF BOARD POLICY~~**

The Governing Board desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies.

In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the Superintendent or designee shall have the authority to act on behalf of the district.

As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

The Superintendent or designee shall notify the Board as soon as practicable after he/she exercises this authority. The Board president and the Superintendent shall schedule a review of the action at a regularly scheduled Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

~~The Superintendent shall have the power to act in cases where action must be taken and where the Board of Education has not provided guidelines for administrative action.~~

~~The Superintendent shall inform the Board when action is taken and may recommend that a Board policy and/or administrative regulation be established concerning the issue.~~

## Legal Reference:

### EDUCATION CODE

35010 Control of district, prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35161 Powers and duties; authority to delegate

35163 Official actions, minutes and journal

## Management Resources:

### CSBA PUBLICATIONS

*Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013*

### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**adopted: June 25, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: CONSIDER REVISING AR 6159.4 – BEHAVIORAL INTERVENTIONS FOR  
SPECIAL EDUCATION STUDENTS

DISCUSSION ITEM NO. D.04

It is recommended that the Board of Education consider revising AR 6159.4 - Behavioral Interventions for Special Education Students.

COMMENTS: CSBA recommends this update to reflect new law (AB 86), which, in effect, repeals specified state regulations pertaining to behavioral interventions for special education students, deletes the requirement for a "behavioral intervention plan" when a student with a disability exhibits a "serious behavioral problem" that significantly interferes with the implementation of the goals and objectives of his/her individualized education program, and instead requires the district to address any student behavior that impedes the student's own learning or the learning of other students.

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*This item will return as information at the next meeting.*

**BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

~~A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.~~

~~More serious behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.~~

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

**Definitions**

~~Serious behavioral problems are behaviors which are self-injurious, assaultive or cause property damage, and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's individualized education program (IEP) are found to be ineffective. (5 CCR 3001)~~

~~Behavioral intervention is a systematic implementation of procedures that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design, implementation and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. Behavioral interventions are designed to provide the individual greater access to a variety of community settings, social contacts and public events and ensure the individual's right to placement in the least restrictive environment, pursuant to the student's IEP. The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction and individual choice. (5 CCR 3001)~~

~~Behavior intervention plan is a written document which is developed when the student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP.~~

~~Behavioral intervention case manager is a designated certificated school/ district/county staff member or other qualified personnel contracted by the district or county office, and trained in behavior analysis~~



~~with emphasis on positive behavioral interventions. (5 CCR 3001)~~

~~Behavioral emergency is the demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective. (5 CCR 3001)~~

### ~~Functional Analysis Assessment~~

~~When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her IEP, the student's IEP team shall determine whether the instructional/behavioral approaches specified in the student's IEP have proven ineffective. If the IEP team finds that these approaches have been ineffective, a functional analysis assessment shall be conducted. (5 CCR 3052)~~

~~Before a functional analysis assessment begins, parents/guardians shall be notified and consent obtained pursuant to Education Code 56321. No such assessment shall preclude a parent/guardian from requesting a functional analysis assessment on the basis of language and speech disorders or specific learning disabilities. (5 CCR 3052)~~

~~The functional analysis assessment shall be conducted by, or be under the supervision of, a person with documented training in behavior analysis with an emphasis on positive behavioral interventions. This staff shall: (5 CCR 3052)~~

- ~~1.—— Observe the targeted inappropriate behavior, its frequency, duration and intensity~~
- ~~2.—— Observe events immediately preceding the behavior~~
- ~~3.—— Observe the consequences of the behavior to determine the purpose it serves for the student~~
- ~~4.—— Analyze the environment in which the behavior most frequently occurs~~
- ~~5.—— Analyze records for medical and health factors which may influence behavior~~
- ~~6.—— Review the history of the behavior, including the effectiveness of interventions used in the past~~

~~The parent/guardian shall receive a complete written report of the assessment. The report shall include: (5 CCR 3052)~~

- ~~1.—— A description of the nature and severity of the targeted behavior(s) in objective and measurable terms~~
- ~~2.—— A description of the targeted behavior that includes baseline data and an analysis of the antecedents and consequences that maintain the behavior and a functional analysis of the behavior across all appropriate settings in which it occurs~~
- ~~3.—— A description of the rate of alternative behaviors, their antecedents and consequences~~
- ~~4.—— A proposed behavioral intervention plan for consideration by the IEP team.~~

### **Functional Behavioral Assessment**

**Prior to providing any behavioral intervention service to a student with a disability, an FBA focusing on identifying the function or purpose of the student's behavior shall be conducted by the student's IEP team.**

Before any FBA is conducted, the Superintendent or designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

### **Behavioral Intervention Plan and Services**

When any behavioral intervention, support, or other strategy is to be used by the district, the Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)

When a student for whom a BIP is to be developed is also the responsibility of another agency for residential care or related services, the Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3065.

### **Behavioral Intervention Plan**

~~Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the district shall implement a behavioral intervention plan in accordance with 34 CFR 300.520, Board policy and administrative regulation.~~

~~Based on the functional assessment, the IEP team shall meet to determine whether a behavioral intervention plan is needed. If such a plan is needed, the IEP team shall be expanded to include a behavioral intervention case manager, qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes: (5 CCR 3004)~~

- ~~1. A summary of relevant and determinative information gathered from the functional analysis assessment~~
- ~~2. An objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s)~~
- ~~3. The student's goals and objectives specific to the behavioral intervention plan~~
- ~~4. A detailed description of interventions to be used and the circumstances for their use~~
- ~~5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for discontinuing an intervention for lack of effectiveness or replacing it with a specified and identified alternative~~
- ~~6. Criteria by which the procedure will be faded or phased-out, or less intense/restrictive intervention schedules or techniques that will be used~~
- ~~7. Those behavioral interventions which will be used in the home, residential facility, work site or~~

~~other noneducational settings~~

~~8. Specific dates when the IEP team will periodically review the efficacy of the program~~

~~9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan~~

~~Based on the results of the functional analysis assessment, interventions specified in the plan may include: (5 CCR 3052)~~

~~1. Altering the identified antecedent event to prevent the occurrence of the behavior~~

~~2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior~~

~~3. Teaching the student adaptive behaviors which ameliorate negative conditions that promote the display of inappropriate behaviors~~

~~4. Manipulating the consequences for the display of inappropriate behaviors and alternative, acceptable behaviors, so that the alternative behaviors more effectively produce desired outcomes~~

~~Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following: (5 CCR 3052)~~

~~1. The behavior is ignored, but not the student.~~

~~2. The student is verbally or verbally and physically redirected to an activity.~~

~~3. The student is provided with feedback.~~

~~4. The message of the behavior is acknowledged.~~

~~5. A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.~~

~~The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation. (5 CCR 3052)~~

~~A copy of the behavioral intervention plan shall be provided to the person or agency responsible for implementation in noneducational settings. (5 CCR 3001)~~

~~At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team. (5 CCR 3052)~~

~~If the IEP team determines that changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and, based on the outcomes, propose changes to the plan. (5 CCR 3052)~~

~~The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. Parents/guardians shall be informed of their right to question any modification to the plan through the IEP procedures. (5 CCR 3052)~~

~~The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team. (5 CCR 3052)~~

## **Emergency Interventions**

Emergency interventions ~~not specified in a student's behavioral intervention plan shall~~ may be used only ~~when necessary~~ to control unpredictable, spontaneous behavior ~~which~~ that poses clear and present danger of serious physical harm to the student or others and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for ~~systematic behavioral intervention plans.~~ a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1) (5 CCR 3052)

~~Only emergency interventions approved by the SELPA may be used.~~ No emergency intervention shall be used for longer than is necessary to contain the behavior. ~~Upon~~ For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. ~~(5 CCR 3052)~~ (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1) (5 CCR 3052)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity ~~for a functional analysis assessment, and determine the necessity~~ for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting ~~an assessment~~ the FBA and/or not developing an interim BIP. (Education Code 56521.1). ~~plan. (5 CCR 3052)~~

If the behavior emergency report is for a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1) (5 CCR 3052)

## Prohibited Interventions

~~The district prohibits any use of the following: (5 CCR 3052)~~

- ~~1. Any intervention designed or likely to cause physical pain~~
- ~~2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face~~
- ~~3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom~~
- ~~4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma~~
- ~~5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention~~
- ~~6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room~~
- ~~7. Any intervention that precludes adequate supervision of the student~~
- ~~8. Any intervention that deprives the student of one or more of his/her senses~~
- ~~9. Force exceeding what is reasonable and necessary under the circumstances~~

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma
5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses

Legal Reference:

**EDUCATION CODE**

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral Interventions

**CODE OF REGULATIONS, TITLE 5**

~~3001 Definitions~~

~~3052 Designated positive behavioral interventions~~

3065 Staff qualifications - related services

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

**CODE OF FEDERAL REGULATIONS, TITLE 34**

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

**FEDERAL REGISTER**

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

**WEB SITES**

Behavior Analyst Certification Board: <http://www.calaba.org/bacb.shtm>

U.S. Department of Education, Office of Special Education Programs: <http://www2.ed.gov/about/offices/list/osep/osep>

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

approved: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER REVISING BP 9150 – STUDENT BOARD MEMBERS

DISCUSSION ITEM NO. D.05

It is recommended that the Board of Education consider revising BP 9150 – Student Board Members.

COMMENTS: CSBA recommends these revisions to include a new section on "Student Board Member Development," which (1) authorizes student board members to participate in trainings, workshops, and conferences at district expense to enhance their knowledge, understanding, and performance of board responsibilities and (2) authorizes the superintendent to provide an orientation to student board member candidates regarding board responsibilities.

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*This item will return for action at the next meeting.*

**STUDENT BOARD MEMBERS**

The Board of Education believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include three student Board members selected in accordance with procedures approved by the Board.

The term of student Board members shall be one calendar year, commencing on July 1. Student Board members shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

Student Board members shall be seated with regular Board members and be recognized at meetings as full members. They may participate in questioning witnesses and discussing issues and shall receive all materials presented to Board members except those related to closed sessions. (Education Code 35012)

The student Board members, one from each high school, shall be a junior or a senior selected by an annual election process to serve for a period of one year. The student Board members shall have an advisory vote on all agenda items, except those subject to closed session discussion ~~which shall be recorded on the official minutes~~. The advisory vote will be called for prior to the vote of Board members and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board minutes. (Education Code 35012) Student Board members shall have speaking privileges equal to any Board member, however shall not attend closed session meetings in their official capacity.

Student Board members may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

**Student Board Member Development**

As necessary, the Superintendent or designee shall, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their Board responsibilities.

The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.



Legal Reference:

**EDUCATION CODE**

33000.5 *Appointment of student members to State Board of Education*

35012 *Board members; number, election and terms; pupil members*

**GOVERNMENT CODE**

3540-3549.3 *Educational Employment Relations Act*

Management Resources:

**WEB SITES**

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

National School Boards Association: <http://www.nsba.org>

**Bylaw     SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**adopted: June 25, 2009**

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER REVISING BB 9323 – MEETING CONDUCT

DISCUSSION ITEM NO. D.06

It is recommended that the Board of Education consider revising BB 9323 – Meeting Conduct.

COMMENTS: The Board of Education requested that staff research the practices of other governing bodies regarding time allotted to individuals during public comments. Based on this research and input from the board president and vice president, staff proposes the language changes that can be found in section 5 of the attached board bylaw.

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*The board agreed to additional changes to Section 5:*

- *Reduce to two minutes per speaker when there are ten or more speakers on a specific item or during general public comments.*
- *If a speaker submits a card after the board has started to consider an item or general public comments, that speaker may speak for one minute.*
- *A speaker who receives donated minutes from another speaker shall speak for no more than four minutes total.*
- *The board “may” (instead of “shall”) limit public comments to thirty (instead of twenty) minutes.*

*This item will return for action at the September board meeting.*

**MEETING CONDUCT****Meeting Procedures**

All Board of Education meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

**Quorum and Abstentions**

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

If a Board consists of seven members and not more than two vacancies occur on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, if a vacancy exists on the Board, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall be not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

**Public Participation**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Speakers shall direct their comment to the Board, not the audience.

Individual public speakers who submit a public speaking card prior to the Board hearing an agenda item or general public comments shall be allowed three (3) minutes to address the Board on each agenda or nonagenda item, depending on the number of speakers. If there are ten or more speakers on an agenda or nonagenda item, the Board shall limit the allowed time to two (2) minutes per speaker. Individual speakers who submit a public speaking card after the Board begins to hear an agenda item or general public comments shall be allowed one (1) minute to address the Board.

A public speaker may yield his/her time to another speaker, but must be present when his/her name is called. The donor would then give up his/her opportunity to speak. The public speaker who receives the donated minutes shall speak for no more than four (4) ~~two (2) additional~~ minutes maximum. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. Individuals represented by a common point of view may be asked to select one individual to speak for the group. The president may, at his/her discretion, allow five (5) minutes for those who are serving as a spokesperson for a group or organization.

The Board ~~may shall~~ limit the total time for public input on each item to thirty (30) ~~(20)~~ minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of district employees.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

### **Recording by the Public**

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:

**EDUCATION CODE**

5095 Powers of remaining board members and new appointees  
32210 Willful disturbance of public school or meeting a misdemeanor  
35010 Prescription and enforcement of rules  
35145.5 Agenda; public participation; regulations  
35163 Official actions, minutes and journal  
35164 Vote requirements  
35165 Effect of vacancies upon majority and unanimous votes by seven member board

**GOVERNMENT CODE**

54953.5 Audio or video tape recording of proceedings  
54953.6 Broadcasting of proceedings  
54954.2 Agenda; posting; action on other matters  
54954.3 Opportunity for public to address legislative body; regulations  
54957 Closed sessions  
54957.9 Disorderly conduct of general public during meeting; clearing of room

**PENAL CODE**

403 Disruption of assembly or meeting

**COURT DECISIONS**

McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275  
Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194  
Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

**ATTORNEY GENERAL OPINIONS**

76 Ops.Cal.Atty.Gen. 281 (1993)  
66 Ops.Cal.Atty.Gen. 336 (1983)  
63 Ops.Cal.Atty.Gen. 215 (1980)  
61 Ops.Cal.Atty.Gen. 243, 253 (1978)  
55 Ops.Cal.Atty.Gen. 26 (1972)  
59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

**CSBA PUBLICATIONS**

The Brown Act: School Boards and Open Meeting Laws, rev. 2005  
Board Presidents' Handbook, rev. 2002  
Maximizing School Board Governance: Boardsmanship

**ATTORNEY GENERAL PUBLICATIONS**

The Brown Act: Open Meetings for Legislative Bodies, 2003

**WEB SITES**

CSBA: <http://www.csba.org>  
California Attorney General's Office: <http://www.caag.state.ca.us>

**Bylaw SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**adopted: June 25, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

DISCUSSION

08/13/14

FROM: SANDRA LYON

RE: CONSIDER REVISING BB 9324 – MINUTES AND RECORDINGS

DISCUSSION ITEM NO. D.07

It is recommended that the Board of Education consider revising BB 9324 – MINUTES AND RECORDINGS.

COMMENTS: CSBA recommends updating this bylaw to reflect new law (SB 751, 2013), which requires that minutes of board meetings report the vote or abstention of each member present for the action. The bylaw also adds optional space for the district to specify the position responsible for signing the minutes after approval by the board.

\*\*\*\*\*

*This item will return for action at the next meeting.*

## MINUTES AND RECORDINGS

The Board of Education recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public. Accurate minutes also help foster public trust that Board actions are occurring in public in accordance with law.

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

The minutes shall record which members are present and whether a member is not present for part of the meeting due to late arrival and/or early departure.

In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

The minutes shall include the specific language of each motion, the names of members who made and seconded the motion, and the individual votes of each member, ~~unless the action was unanimous. When a roll call vote is taken, the names and votes of each member shall be listed.~~ Motions or resolutions shall be recorded as having passed or failed. All motions and Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. At the next meeting, the Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President or designee and Superintendent.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

### Recording or Broadcasting of Meetings

The district may tape, film, or broadcast any open Board meeting. The Board president shall announce that a recording or broadcasting is being made at the beginning of the meeting and, as practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made during a meeting are public records and, upon request, shall be made available for inspection by members of the public on a district recorder without charge. (Government Code 54953.5)



Legal Reference:

EDUCATION CODE

35145 *Public meetings*

35163 *Official actions, minutes and journals*

35164 *Vote requirements*

GOVERNMENT CODE

54952.2 *Meeting defined*

54953.5 *Audio or video recording of proceedings*

54953.6 *Broadcasting of proceedings*

54957.2 *Closed sessions; clerk; minute book*

54960 *Violations and remedies*

PENAL CODE

632 *Unlawful to intentionally record a confidential communication without consent*

CODE OF REGULATIONS, TITLE 5

16020-16027 *Classification and retention of records*

Management Resources:

CSBA PUBLICATIONS

*The Brown Act: School Boards and Open Meeting Laws, rev. 2007*

*Guide to Effective Meetings, rev. 2007*

*Maximizing School Board Leadership: Boardsmanship, 1996*

WEB SITES

CSBA: <http://www.csba.org>

**Bylaw SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

**adopted: June 25, 2009      Santa Monica, California**



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## **MAJOR ITEMS**



TO: BOARD OF EDUCATION

ACTION/MAJOR

08/13/2014

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: REVISE 2014-15 LOCAL CONTROL ACCCOUNTABILITY PLAN (LCAP)

RECOMMENDATION NO. A.29

It is recommended that the Board of Education approve the revision in the District Local Control Accountability Plan (LCAP) for 2014-15 originally approved on June 25, 2014. LACOE requested that our plan be amended as follows:

**LCAP Section 2 (Goals)**

*Recommend the District's LCAP Section 2 be amended to use high school dropout rates as a metric to measure progress in state priority for pupil engagement pursuant to EC Section 52060(5)(D).*

The June plan included a goal about increasing graduation rates rather than decreasing high school drop-out rates. The plan tonight reflects this recommended change in goal from graduation rates to drop-out rates.

**LCAP Section 3 (Actions, Services and Expenditures)**

*Recommend the District's LCAP Section 3C be amended to identify how the services provided to unduplicated pupils are the most effective use of the funds as required by the State Board Approved Template.*

The June plan identified services to English Learners (ELs), Foster Youth, Low Income Students and Reclassified Fluent English Proficient (RFEPs) as districtwide services. The actions, services and expenditures listed are, in fact, targeted to the specific subgroups with the exception of reducing class size at the Title I schools. The plan was edited to clarify targeted services such that this recommendation is no longer necessary.

\*\*\*\*\*

*Dr. Deloria handed out the affected sections of the LCAP (can be found under Attachments at the end of these minutes).*

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: 4 (Leon-Vazquez, Mechur, Patel, Lieberman)

NOES: 0

ABSENT: 3 (Allen, Escarce, de la Torre)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15**  
**Version 12.0**

**LEA:** Santa Monica-Malibu Unified School District

**LCAP Year:** 2014-15

**Contact:** Sandra Lyon

**Email:** slyon@smmusd.org

**Phone:** (310) 450-8338

**Introduction**

The Local Control and Accountability Plan (LCAP) provides details regarding Santa Monica-Malibu Unified School District's actions and expenditures to support pupil outcomes and overall performance—both district-wide and by student subgroup—related to the State of California eight priorities:

*State Priority 1*

Basic Services: degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair

*State Priority 2*

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners (CCSS, NGSS, ELD.)

*State Priority 3*

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

*State Priority 4*

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

*State Priority 5*

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Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

*State Priority 6*

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

*State Priority 7*

Course access: pupil enrollment in a broad course of study that includes all of the subject areas.

*State Priority 8*

Other pupil outcomes: pupil outcomes in the subject areas.

**District Profile**

The Santa Monica-Malibu Unified School District is located in the coastal cities of Santa Monica and Malibu within the county of Los Angeles. Over 11,400 students are enrolled in the district's two comprehensive high schools, three junior high schools, ten elementary schools, one continuation school, and a K-8 alternative school. The district also operates a successful preschool, adult school and Regional Occupational Program (ROP). The community has a history of supporting its district and schools through bonds and parcel taxes, including the \$385,000,000 general obligation bond passed in November 2012 to support modernization/maintenance activities, ensure campus safety and to acquire technology and related equipment.

*Student Demographic Data* Of more than 11,400 students, about 9% are classified as English Learners (ELs) and about 14% are reclassified as fluent-English proficient students (RFEP.) Seventy ELs qualified to reclassify to RFEP status during the 2012-13 school year. About 27% of all students receive free or reduced price meals. About 11% of children from ages 0 to 22 receive special

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education services. Figure 1 shows student enrollment trends. Figure 2 summaries 2012-13 enrollment by grade level, and Figure 3 summaries student ethnicity data. Student enrollment by ethnicity is summarized in Figure 3.

Figure 1

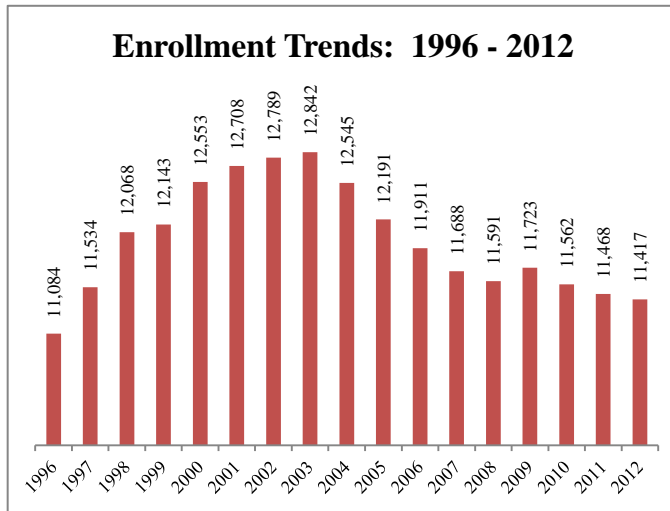


Figure 2

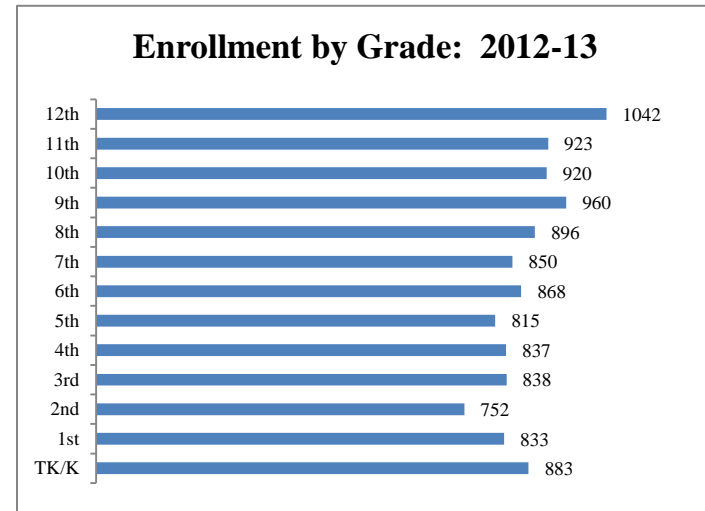
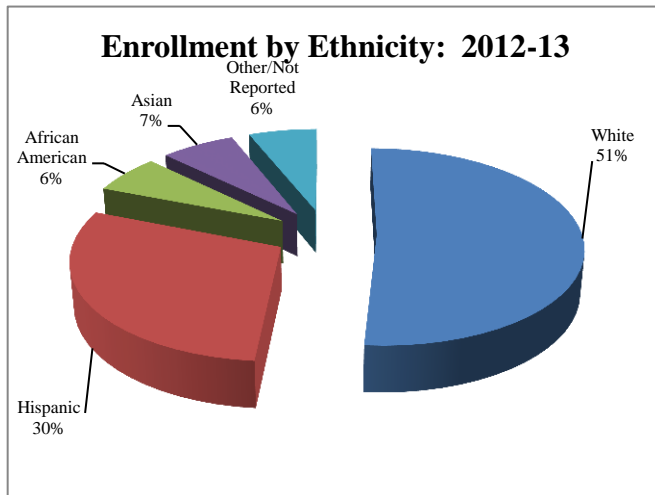


Figure 3





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**Section 1: Stakeholder Engagement (Incomplete)**

Meaningful engagement of parents, pupils, and other stakeholders was critical to the LCAP and budget process.

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update..

**Guiding Questions:**

Involvement Process	Impact on LCAP
<p>1. How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p> <p>Meaningful engagement of parents, pupils, and other stakeholders was critical to the LCAP and budget development and refinement process. The District involved a diverse group of stakeholders during the consultation and review phases of its LCAP development. Stakeholders could participate via a number of venues, including live meetings, webinars, and surveys.</p> <p><u>Consultation Phase</u></p> <p>District staff consulted with the following stakeholders, organized by stakeholder group and venue type:</p> <p><i>Live Meeting or Webinar</i>  Educational Services Division and Union Representatives  Directors and Supervisors</p>	<p>Classified and certificated staff responded to a survey of seventy-nine items organized into five broad categories: programs, staffing, technology, instructional materials and professional development. Survey participants were asked to rank each item on its likelihood of closing achievement gaps. The top twenty-one ranked items are listed below:</p> <ol style="list-style-type: none"> <li>1. Reduction in class size</li> <li>2. Coaching for principals</li> <li>3. Multiple tiers of systematic support for English Learners</li> <li>4. Systematic intervention program for before/after school.</li> <li>5. Additional literacy support at high needs schools</li> <li>6. Release time for teachers to collaborate and look at student work</li> <li>7. Increased new teacher support</li> <li>8. Districtwide Tier I/II Behavior Interventions</li> <li>9. Districtwide supported Positive Behavior Support System</li> <li>10. Increased hours for general classroom instructional assistants</li> <li>11. Uniform technology (continually refreshed) throughout the district in all schools built to a defined standard, including</li> </ol>

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Involvement Process	Impact on LCAP
<p>Principals  Co-Administrators  Counselors/Advisors  Librarians/Elementary Library Coordinators  DELAC and Community Liaisons</p> <p><i>Staff Survey</i>  Cabinet  District Administrators  Principals  Co-Administrators  Librarians/ Elementary Library Coordinators  Teachers  Counselors/Advisors  Classified Staff  Other</p> <p><i>K-12 Insight LCAP Survey</i>  Community Members  Employees  Parent  Students  Other</p> <p>Information collected included the degree to which stakeholders were satisfied with the District's success on each of the State's eight priorities and the District's quality overall. Additionally, ideas for new or revised staffing, professional</p>	<p>assistive technology</p> <p>12. Targeted, directive math support during the school day at secondary level</p> <p>13. Comprehensive case management for high risk students (both with and without IEPs)</p> <p>14. Site-based technology coaches/leaders</p> <p>15. Every teacher with standard model of classroom technology (rather than waiting for modernization or depending on local funds)</p> <p>16. Enhanced Technology infrastructure</p> <p>17. Increased hours for ELD coaches</p> <p>18. Ongoing technology (including software) training for both certificated and classified staff</p> <p>19. Supplementary instructional materials</p> <p>20. Increase access to quality summer intervention at all grade spans</p> <p>21. Model STEM curriculum districtwide</p> <p>All of these items, with the exception of #10 are addressed either in the LCAP or (in the case of technology) through the SMMUSD's Measure ES Bond program. Items that were specifically built into the LCFF supplemental grant budget include:</p> <ul style="list-style-type: none"> <li>• Additional literacy coaches</li> <li>• Technology for literacy coaches</li> <li>• Additional teacher staffing to expand intensive intervention summer school to students in grades one and six</li> </ul>

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Involvement Process	Impact on LCAP
<p>development or programs were suggested by state priority during the consultation phase.</p> <p><u>Feedback Phase</u></p> <p>An LCAP Committee was formed for the purpose of reviewing LCAP drafts and providing feedback regarding goals, actions, services and expenditures. The LCAP Committee included the following stakeholders:</p> <p>DELAC/ELAC  District Advisory Committee Representatives  PTA Representatives  School Site Council Representatives  Student Board Members</p> <p>The LCAP Committee met monthly in February, March, April and May and attended several Board of Education meetings related to budget and LCAP.</p> <p>2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Keeping all stakeholders informed in a timely manner ensured they could successfully participate in consultation and feedback phases. A webpage was created at</p>	<ul style="list-style-type: none"> <li>• Additional paraprofessional staffing to support RTI and small group instruction during intensive intervention summer school for grades one through six</li> <li>• Additional certificated and classified professional development for intervention summer school to students in grades one through six</li> <li>• Literacy coaches during intensive intervention summer school to students in grades one through six</li> <li>• Additional bilingual community liaisons</li> <li>• Fee reimbursements/scholarships for advanced placement exams</li> <li>• Professional development costs, student materials and tutor salaries for AVID</li> <li>• Universal screening and progress monitoring tools for RTII</li> <li>• Additional staffing to work with students with chronic attendance issues</li> <li>• Typing and math fluency software</li> <li>• SchoolSmarts parent engagement program</li> <li>• Restorative Justice</li> <li>• Professional development contracts and substitutes related to literacy, STEM and English Learners</li> <li>• College Board training on reducing disproportionality and increasing success in advanced placement enrollment</li> </ul> <p>Having data was vital to educating all stakeholders of the district's current reality related to:</p>

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Involvement Process	Impact on LCAP
<p><a href="http://www.smmusd.org">www.smmusd.org</a> for all things LCAP which included:</p> <ul style="list-style-type: none"> <li>• A calendar of all consultation and feedback meetings was created and published.</li> <li>• An archive for all webinars</li> <li>• Copies of surveys and their results</li> <li>• Copies of all draft and final LCAP versions</li> <li>• Dates of LCFF/LCAP-related Board of Education meetings</li> <li>• An LCAP Committee section where membership lists, agendas, data and other meeting documents could be accessed</li> </ul> <p>3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?</p> <p>Although the timeline to develop the LCAP was short during the 2013-14 school year, the data that follows was presented to stakeholders during the consultation and/or feedback phases. Wherever possible, data was disaggregated by student subgroup.</p> <ul style="list-style-type: none"> <li>• HQT rates</li> <li>• Textbook budgets</li> <li>• Facility Inspection Tool (FIT)</li> <li>• Student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement and course access</li> <li>• Student attendance and discipline</li> <li>• Student access to appropriately credential teachers</li> <li>• Student access to standards-aligned textbooks</li> <li>• Clean and safe schools/classrooms</li> <li>• Parent involvement</li> </ul> <p>Having disaggregated data made it possible for stakeholders to understand how limited resources needed to be targeted to students in need.</p> <p>How the LCAP evolved follows:</p> <p>LCAP 1.0: Initial document  LCAP 2.0: Feedback from staff on Sections 1 and 2  LCAP 3.0: Feedback was collected from LCAP committee on 4/23/14. Section 2 goals and metrics were revised.  LCAP 4.0: Revised based on above input.  LCAP 5.0: Presented to LCAP committee for feedback on Section 3A and 3B.  LCAP 6.0: Revised order of goals based on LCAP Committee input. Other formatting issues corrected. Additional subgroup metrics added.  LCAP 7.0: Revised Section 3A and 3B to reflect Senior Cabinet's request to organize by fiscal function.  LCAP 8.0: Revised to reflect LCAP Committee's feedback on Section 3A and 3B  LCAP 9.0: All sections completed—this was the copy to which</p>

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Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>• Student suspension/expulsion</li> <li>• Student CST results</li> <li>• EL reclassification rates</li> <li>• LTEL rates</li> <li>• Graduation rates</li> <li>• A-g</li> <li>• Advanced placement enrollment and achievement</li> <li>• Secondary math grades</li> <li>• LCAP survey</li> <li>• Staff consultation survey</li> <li>• District demographic information</li> </ul> <p>4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?</p> <p>Feedback was collected at the LCAP committee and DELAC meetings on goals, actions, services and expenditures. Participants could either submit written feedback or could provide it electronically via a Google form. Written feedback was also collected at the public hearing on July 19, 2014.</p> <p>The feedback was organized by page number in the corresponding version of LCAP. The superintendent responded to each, and memos were posted on the district LCAP page for public viewing.</p>	<p>staff will be referred at the public hearing on June 19, 2014.</p>

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Involvement Process	Impact on LCAP
<p>Ultimately, feedback to which the Superintendent agreed was included in subsequent LCAP versions. Feedback and the various LCAP versions can be viewed at <a href="http://www.smmusd.org">www.smmusd.org</a>.</p> <p>5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, including engagement with representative parents of pupils identified in Education Code section 42238.01?</p> <ul style="list-style-type: none"> <li>• The superintendent's designee formed a parent advisory committee, the LCAP Committee, which included DELAC membership. This committee met monthly from February through May. Feedback was collected from members both in writing and online, and the superintendent responded in writing to that feedback.</li> <li>• The superintendent notified the public of the opportunity to submit written comments (Public Hearing and LCAP Committee meetings) regarding the proposed actions and expenditures proposed to be included in the local control and accountability plan through local media and the district website.</li> <li>• The superintendent has directed administrative staff to align LCAP and school plans.</li> <li>• The governing board held one public hearing on June 19, 2014 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The</li> </ul>	

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Involvement Process	Impact on LCAP
<p>agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan would be available for public inspection. The public hearings for LCAP and the district budget both occurred at the same meeting.</p> <ul style="list-style-type: none"> <li>• The governing board of a school district adopted both the LCAP 2014-15 and the budget at the June 25, 2014 public meeting.</li> </ul> <p>The governing board may adopt revisions to the LCAP 2014-15 during the period it is in effect.</p> <p>6. In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?</p> <p>This becomes applicable in 2014-15.</p>	

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<b>Section 2: Goals and Progress Indicators</b>								
<b>Identified Need and Metric</b>	<b>Goal</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different or improved for students?</b>			<b>State and/or Local Priority</b>
	<b>Description</b>	<b>Subgroups or All</b>	<b>Schools/All</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
Teachers who are not HQ, need a prescriptive plan to remedy  CalPads	All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.	All	All	2013-14: 98%	100%	100%	100%	1: Basic Services
Standards-aligned textbooks	Ensure all students have access to standards-aligned textbooks.	All	All	2013-14: 100%	100%	100%	100%	1: Basic Services
Facility Inspection Tool (FIT)	Increase the number of schools whose Overall School Facility Conditions Repair Status is either “Exemplary” or Good” to 16 by 2016-17	N/A	All	2013-14: 10	12	14	16	1: Basic Services
Proficiency in Literacy and Math  SBAC Assessments (3-8, 11)  AIMSweb (K-2)	Increase the % of students proficient in math.  Increase the % of students proficient in reading.  Increase the % of students proficient in technical literacy.  Increase proficiency in literacy in grades K-2.	All W A H/L AA EL SWD SED	All	No data until 2014-15	Benchmark Year (BY)	BY + 2%	BY + 4%	2: Student Outcomes (Standards)



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<b>Section 2: Goals and Progress Indicators</b>								
<b>Identified Need and Metric</b>	<b>Goal</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different or improved for students?</b>			<b>State and/or Local Priority</b>
	<b>Description</b>	<b>Subgroups or All</b>	<b>Schools/All</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
Need a district-wide method for measuring parent involvement and satisfaction  K-12 Insight data	Increase the K-12 Insight LCAP survey parent participation rates.	All H/L AA		2013-14 Survey Rates (Enroll %) All: 8 H/L: NC (30) AA: NC(6) (Ethnicity data not collected.) SWD: 6 (11) EL: 1 (9) SED: 1 (27)	All: 10 BY BY	All: 12 BY + 2 BY + 1	All: 15 BY + 4 BY + 2	3: Parental Involvement
	Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.	SWD EL SWD  All H/L AA EL SED SWD	All	All: 80% H/L: NC AA: NC EL: NC SED: NC SWD: NC <i>Note: Will collect subgroup data in 2014/15.</i>	7 2 3  81% BY BY BY BY BY	8 3 5  83% BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD	8 3 5  85% BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD	

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<b>Section 2: Goals and Progress Indicators</b>								
<b>Identified Need and Metric</b>	<b>Goal</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different or improved for students?</b>			<b>State and/or Local Priority</b>
	<b>Description</b>	<b>Subgroups or All</b>	<b>Schools/All</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
Gaps in CCR rates				2012-13				
UC/CSU a-g rate (access)	Increase the percent of students who qualify for admission to UC/CSU's (a-g rate) to 75% by 2019-20	All	All	All:68%	69%	70%	72%	4: Student Achievement
		W		W:71%	72%	72%	73%	
		A		A:75%	75%	75%	75%	
		H/L		H/L:63%	65%	67%	69%	
		AA		AA:52%	56%	60%	64%	
		SED		SED:57%	60%	63%	66%	
		EL		EL:22%	31%	40%	49%	
		Male		M: 65%	67%	68%	70%	
		Female		F: 70%	71%	72%	73%	
EAP-SBAC (academic readiness)	Increase college and career readiness rates (SBAC).	All		N/A Until 6/15	BY	BY + 2%	BY + 4%	
Significant numbers of students are absent 9 or more days during the school year; gaps in graduation rates	Decrease the chronic and sever chronic absent rates to 9% by 2016-17.	All	All	2012-13 11%	10%	9.5%	9%	5: Student Engagement
	Increase the percentage of students with "Excellent" or "Satisfactory" attendance to 80% by 2019-20.	All		All: 61%	64%	67%	70%	
		W		W: 61%	64%	67%	71%	
		A		A: 72%	73%	75%	76%	
		H/L		H/L: 57%	61%	65%	69%	
		AA		AA: 55%	59%	63%	68%	
		EL		EL:	EL: BY	EL:	EL:	
		SWD		SWD:	SWD:BY	SWD:	SWD:	
		SED		SED:	SED:BY	SED:	SED:	
A2A data								
CDE Dataquest dropout rates	Maintain an expulsion rate of < 1%.	All		0.03%	< 1.0%	< 1.0%	< 1.0%	
	Maintain an eighth grade drop-out rate of < 1%.	All		0.44%	< 1.0%	<1.0%	<1.0%	

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<b>Section 2: Goals and Progress Indicators</b>								
<b>Identified Need and Metric</b>	<b>Goal</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different or improved for students?</b>			<b>State and/or Local Priority</b>
	<b>Description</b>	<b>Subgroups or All</b>	<b>Schools/All</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
	Decrease the high school drop-out rate to 3% by 2019-20.			2012-13 W: 2.7% A: 0% H: 4.8% AA: 6.7% EL: 11.1% SWD: 6% SED: 5% Males: 4.3% Females: 2.7%	2.7% 0% 4.5% 6.1% 9.8% 5.8% 4.5% 4.1% 2.7%	2.7% 0% 4.2% 5.5% 8.4% 5.3% 4.2% 3.9% 2.7%	2.7% 0% 3.9% 4.9% 7.1% 4.7% 3.9% 3.7% 2.7%	
Need to decrease suspension rates and employ alternatives to suspension  CDE DataQuest Suspension Data  Healthy Kids Survey	Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.  Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%  Increase the percentage of students who feel “very safe” or “safe” at school to 80%.	H/L AA SED SWD  7 <sup>th</sup> Grade 9 <sup>th</sup> Grade 11 <sup>th</sup> Grade  7 <sup>th</sup> Grade 9 <sup>th</sup> Grade 11 <sup>th</sup> Grade	All	2012-13 Susp.% (Enroll.%)  H/L: 34 (30) AA: 20 (6) SED: 51 (27) SWD: 35 (11)  2012-13 7 <sup>th</sup> : 69% 9 <sup>th</sup> : 63% 11 <sup>th</sup> : 70%  2012-13 7 <sup>th</sup> : 76% 9 <sup>th</sup> : 72% 11 <sup>th</sup> : 79%	0%  33 18 47 31  71 67 72  77 75 79	  33 15 43 27  73 71 73  78 78 80	  32 13 39 23  75 75 75  80 80 80	6: School Climate
Gaps in enrollment in rigorous courses	Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.		All	2013-14 AP Enroll.% (Enroll.%)				7: Course Access

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<b>Section 2: Goals and Progress Indicators</b>								
<b>Identified Need and Metric</b>	<b>Goal</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different or improved for students?</b>			<b>State and/or Local Priority</b>
	<b>Description</b>	<b>Subgroups or All</b>	<b>Schools/All</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
AP enrollment AP exam results	Increase the AP Exam rate (Grades 11 & 12) of 3's, 4's and 5's to 78%.	H/L AA SED  All	All	H/L: 24 (33) AA: 4 (7) SED: 23 (30)  2011-12 75%	26 4 24  76%	27 5 25  77%	29 5 27  78%	
High failure rate in secondary math classes  Final grades.	Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.	All	All middle and high schools	25%	20%	15%	10%	8: Student Outcomes (Other)
No district-wide plan for tracking FY progress	Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate. <i>Note: The number of foster youth district wide &lt; 30.</i>	TK-5 FY 6-8 FY 9-12 FY	All	0%	50%	75%	100%	Foster Youth
LTELs not making sufficient progress toward proficiency in English  District Reclassification Criteria, CELDT	Increase the percentage of ELs who reclassify to RFEP.  Decrease the percentage of ELs who are classified as LTEL. to 18%.	ELs	All	2012-13 6.8%  2013-14 23%	8%  22%	10%  20%	12%  18%	English Learners

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Actions, services and expenditures listed below are funded through the following revenues: LCFF (\$76,100,000), Measure R (Parcel Tax), Measure Y (sales tax), Joint use agreement with Santa Monica City, and rent.

<b>Section 3 A: Actions, Services and Expenditures for All Students by Budget Function</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the percentage of students who</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>Teachers provide teaching and learning opportunities aligned to standards and/or learning outcomes:</p> <ul style="list-style-type: none"> <li>• CCSS ELA</li> <li>• CCSS Math</li> <li>• CCSS Technical Literacy</li> <li>• ELD</li> <li>• Advanced Placement</li> </ul> <p>Students with disabilities have access to grade-level standards in the following settings:</p> <ul style="list-style-type: none"> <li>• General Education</li> <li>• Mainstream</li> <li>• Self-contained</li> <li>• Co-teaching</li> </ul> <p>Teachers create classrooms conducive to learning for all students.</p> <p>Teachers employ culturally relevant instruction and practices.</p> <p>Teachers employ practices that provide equity and access to rigorous coursework.</p>	<p>District-wide</p>		<p>Instructional: \$56,136,350</p> <p>Change/Reduction in Staffing Ratios</p> <p>TK: 24 K-3: 25 4-5: 30 4-5 (TI): 27 6-8: 34 6-8 (TI): 33 9-12: 35</p> <p>New/Growth Classified Positions:</p> <p>2.75 FTE Special Ed IA / Behavior Intervention</p> <p>1.96 FTE Special Ed IA's</p> <p>6.75 FTE PASs</p> <p>34.00 FTE Instruction Aides for VSS programs</p>	<p>Instructional: \$56,814,127</p>	<p>Instructional: \$57,505,517</p>

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<b>Section 3 A: Actions, Services and Expenditures for All Students by Budget Function</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>report “very much true” or “pretty much true” about “having an adult at school who cares about them” to 75%</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3’s, 4’s and 5’s to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p>		Elementary teachers incorporate small group instruction/RTII to facilitate reteaching, practice and enrichment.	TK-5 Classrooms		<p>\$1.3M for standards-based textbooks</p> <p>New Programs or Training: PLC Training</p> <p>RTII/MTSS</p> <p>Literacy Coaches and Training (TK-5, IISS)</p> <p>Expand IISS Summer School from grades 2-5 to grades 1-7</p> <p>Pair IISS (1-7) teachers with HT IA’s</p> <p>STEM Planning and Training</p> <p>Universal Screening and Progress Monitoring Tools</p> <p>AVID Training</p> <p>AVID Tutors</p>		

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
					District AP Fee Scholarships  Restorative Justice (Samohi)  Equity and Access Training for AP Courses		
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the K-12 Insight LCAP survey parent participation rates.</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>Computer technicians support :</p> <ul style="list-style-type: none"> <li>classroom and school technology</li> <li>standards-aligned technology</li> <li>instructional software</li> </ul> <p>Educational Services administrators and classified staff support professional development of multiple venues for:</p> <ul style="list-style-type: none"> <li>teachers</li> <li>literacy coaches</li> <li>instructional assistants</li> <li>counselors/advisors</li> <li>school administrators</li> <li>parents</li> </ul> <p>Educational Services administrators and classified staff provide professional development on:</p>	District-wide		Instructional Supervision: \$2,982,769	Instructional Supervision: \$3,055,745	Instructional Supervision: \$3,131,973

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the percent of students who qualify for admission to UC/CSU's (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the percentage of students who report "very much true" or "pretty much true" about having "an adult at school who cares about them" to 75%</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3's, 4's and 5's to</p>		<ul style="list-style-type: none"> <li>• Literacy</li> <li>• CCSS ELA</li> <li>• CCSS Math</li> <li>• CCSS Technical Literacy</li> <li>• ELD</li> <li>• Using textbook adoptions</li> <li>• RTII/MTSS</li> <li>• Formative Assessment</li> <li>• Co-teaching</li> <li>• Technology integration</li> <li>• Cultural Proficiency</li> <li>• Instructional coaching</li> <li>• Equity and Access</li> <li>• Professional Learning Communities</li> <li>• ELD Strategies</li> <li>• Parent Involvement</li> <li>• Instructional software</li> <li>• College and Career Readiness</li> <li>• Equity and Access</li> <li>• STEM</li> </ul>	Families of ELs, LTELs, AA, H/L, SED, SWD				



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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>4. Student Achievement</p> <p>6: School Climate</p>	<p>Library staff provide relevant and appropriate supplemental or support materials for students:</p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction and/or informational text</li> <li>• Technology</li> <li>• Educational software</li> </ul> <p>Library staff provide training in use of library materials and media to staff and students.</p> <p>Library staff organizes and maintains all instructional materials.</p> <p>Library staff maintains a</p>	District-wide		<p>Instructional Library, Media, Tech: \$1,324,321</p>	<p>Instructional Library, Media, Tech: \$1,354,273</p>	<p>Instructional Library, Media, Tech: \$1,385,544</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>proficiency in literacy in grades K-2.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>		<p>library climate that is conducive to learning.</p> <p>Library staff coordinates with teachers on instructional materials and media aligned with needs of all students, including ELs, LTELs, and SWD.</p> <p>Library staff ensure that the library collections includes culturally relevant content and media.</p>					
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student</p>	<p>Community Liaisons facilitate parent involvement to students in under-performing subgroups.</p> <p>Community Liaisons direct parents to appropriate school and community resources.</p> <p>Community Liaisons provide training to</p>	District-wide		<p>Parent Participation: \$499,262</p> <p>Add 2.0 FTE Community Liaisons</p> <p>New Programming:</p> <p>Parent Academy</p>	<p>Parent Participation: \$515,533</p>	<p>Parent Participation: \$532,618</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
literacy.  Increase proficiency in literacy in grades K-2.  Increase the K-12 Insight LCAP survey parent participation rates.  Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.  Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20  Increase college and career readiness rates (academic readiness.)  Increase the percentage of students with	Achievement  5: Student Engagement  6: School Climate  7: Course Access  8: Student Outcomes (Other)	parents and caregivers:  <ul style="list-style-type: none"> <li>Academic proficiency in standards</li> <li>College and Career Readiness</li> <li>GRIT and other non-cognitive skills.</li> <li>Student advocacy</li> <li>Rigorous coursework</li> </ul> Community liaisons coordinate communication regarding attendance and discipline.			School Smarts (TK-5)		

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>“Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3’s,</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p>							

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the number of schools whose Overall School Facility Conditions Repair Status is either "Exemplary" or Good" to 16 by 2016-17</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student</p>	<p>School administrators supervise:</p> <ul style="list-style-type: none"> <li>Curriculum , instruction and assessment</li> <li>Facilities</li> <li>Professional development</li> <li>Various budgets</li> <li>School and classroom climate</li> <li>Safety</li> <li>Legal mandates</li> <li>Instructional programs (AVID, Special Education, ELD, AP, etc.)</li> <li>Staff recruitment and evaluation</li> <li>Student attendance</li> <li>Student discipline</li> <li>Cocurricular and extracurricular programs</li> <li>Professional development</li> </ul>	District-wide		<p>School Administration: \$8,642,630</p>	<p>School Administration: \$8,819,193</p>	<p>School Administration: \$9,002,713</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the K-12 Insight LCAP survey parent participation rates.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates</p>	Outcomes (Other)	<ul style="list-style-type: none"> <li>Counselors and advisors</li> <li>Classified staff</li> </ul> <p>School administrators support the goals and vision of the superintendent and the governing board.</p> <p>School administrators engage in school, parent and community partnerships.</p>					

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
(academic readiness.)  Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20  Increase the graduation rate to 95% by 2019-20.  Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.  Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%  Increase the percentage of							

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>students who feel “very safe” or “safe” at school to 80%.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3’s, 4’s and 5’s to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p>							



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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Decrease the percentage of ELs who are classified as LTEL to 18%.							
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.</p> <p>School counselors provide services to students, parents, school staff and the community in the following areas:</p> <ul style="list-style-type: none"> <li>• Direct Student Services</li> <li>• School counseling core curriculum</li> <li>• Individual student planning</li> <li>• Responsive services</li> <li>• Indirect student services and/or referrals</li> </ul>	District-wide		<p>Guidance &amp; Counseling Services: \$2,825,548</p>	<p>Guidance &amp; Counseling Services: \$2,863,621</p>	<p>Guidance &amp; Counseling Services: \$2,902,552</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>percent of students who qualify for admission to UC/CSU's (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the percentage of students with "Excellent" or "Satisfactory" attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who</p>		<p>School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs including:</p> <ul style="list-style-type: none"> <li>• Annual agreements or MOU's</li> <li>• Advisory councils</li> <li>• Use of data</li> <li>• Curriculum, small-group and closing-the-gap action plans</li> </ul> <p>School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior.</p>					

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3’s, 4’s and 5’s to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy,</p>							

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							
<p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p>	<p>Health staff partner with district and school staff in the following areas:</p> <ul style="list-style-type: none"> <li>• Attendance support</li> <li>• Back to School procedures</li> <li>• Childhood Obesity</li> <li>• Cultural Competency</li> <li>• Diabetes in Children</li> <li>• Disaster Preparedness</li> <li>• Documentation in School Health</li> <li>• Drug Abuse</li> <li>• Environmental Health</li> <li>• Food Allergy and Anaphylaxis</li> <li>• Head Lice</li> <li>• Immunizations</li> </ul>	District-wide		Health Services: \$896,415	Health Services: \$912,652	Health Services: \$929,433

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Increase the percentage of students who feel “very safe” or “safe” at school to 80%.	7: Course Access  8: Student Outcomes (Other)	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Oral Health Connections</li> <li>• School Wellness Policies</li> <li>• Seasonal Influenza</li> <li>• Sexual and Reproductive Health</li> <li>• Violence in Schools</li> <li>• Vision</li> </ul>					
<p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align</p>	3: Parental Involvement  4: Student Achievement  5: Student Engagement  6: School Climate	<p>Pupil services staff ensure all students are provided appropriate supports, services and programs to overcome their barriers to learning.</p> <ul style="list-style-type: none"> <li>• Collaborate to develop programs that meet the identified needs of students, families and school personnel.</li> <li>• Maintain written policies and procedures to ensure quality of services and districtwide uniformity.</li> <li>• Deliver effective prevention programs and services.</li> <li>• Deliver effective screening and assessment services.</li> </ul>	District-Provided Services to All Schools		<p>Attendance and Other Pupil Services: \$429,449</p> <p>Add 0.5 FTE Child Welfare and Attendance (CWA)</p>	Attendance and Other Pupil Services: \$438,520	Attendance and Other Pupil Services: \$447,967

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p>		<ul style="list-style-type: none"> <li>• Deliver a continuum of effective intervention services from early intervention through crisis response.</li> <li>• Deliver effective referral and liaison services.</li> <li>• Collaborate and consult with others to provide effective and efficient services.</li> </ul>					
<p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p>	<p>3: Parental Involvement</p> <p>5: Student Engagement</p>	<p>Transportation staff provides safe and efficient pupil transportation for students to and from school and school activities.</p>	<p>District-Provided Services to All Schools</p>		<p>Pupil Transportation: \$1,990,156</p>	<p>Pupil Transportation: \$2,044,578</p>	<p>Pupil Transportation: \$2,101,721</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	6: School Climate						
<p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	<p>3: Parental Involvement</p> <p>5: Student Engagement</p> <p>6: School Climate</p>	Security staff ensures the safety of students, staff and physical assets.	Secondary Schools		Security: \$897,729	Security: \$927,289	Security: \$958,327

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the number of schools whose Overall School Facility Conditions Repair Status is either “Exemplary” or Good” to 16 by 2016-17</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>The Governing Board oversees the effectiveness of the instructional programs, the safety of students, staff and physical asset and the fiscal health of the district by adopting policy, regulations and practices.</p> <p>The superintendent is the chief operations officer over educational services, human resources, and business and fiscal services.</p>	District		Board and Superintendent: \$1,277,339	Board and Superintendent: \$1,288,764	Board and Superintendent: \$1,300,635



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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
literacy in grades K-2.  Increase the K-12 Insight LCAP survey parent participation rates.  Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.  Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20  Increase college and career readiness rates (academic readiness.)  Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20							

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<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 &amp; 12) by 2019-20.</p>							

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the AP Exam rate (Grades 11 &amp; 12) of 3's, 4's and 5's to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>6: School Climate</p>	<p>Human Resources staff oversee the recruitment, selection, and evaluation of classified and certificated staff. Other duties include:</p> <ul style="list-style-type: none"> <li>Uniform complaint processes</li> <li>Benefits management</li> <li>Contracts management</li> <li>Salary schedules</li> <li>Substitutes</li> <li>Credentials and Licenses</li> <li>New teacher support</li> <li>Staff recognition programs</li> <li>Staffing/Budget allocations</li> </ul>	<p>District-Provided Services to All Schools</p>		<p>Human Resources: \$1,148,929</p> <p>Employee Relations: \$545,644</p> <p>Personnel Commission: \$595,054</p>	<p>Human Resources: \$1,175,398</p> <p>Employee Relations: \$551,334</p> <p>Personnel Commission: \$614,904</p>	<p>Human Resources: \$1,203,051</p> <p>Employee Relations: \$557,259</p> <p>Personnel Commission: \$635,747</p>

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	1: Basic Services	<p>Business, fiscal and purchasing staff facilitate finance and budget, student transportation, food services, and risk management:</p> <ul style="list-style-type: none"> <li>Accounting</li> <li>Budgeting</li> <li>financial reporting</li> <li>Special Education,</li> <li>Facilities oversight</li> <li>Child Nutrition Services</li> <li>Purchasing</li> <li>Risk Management</li> <li>Negotiations</li> </ul>	District-Provided Services to All Schools		Business and Fiscal Services: \$614,401	Business and Fiscal Services: \$626,276	Business and Fiscal Services: \$638,744
	3: Parental Involvement				Fiscal Services: \$1,375,430	Fiscal Services: \$1,419,570	Fiscal Services: \$1,465,918
	6: School Climate				Purchasing Department: \$503,990	Purchasing Department: \$520,224	Purchasing Department: \$537,269
					District Utilities: \$2,608,750	District Utilities: \$2,739,188	District Utilities: \$2,876,147
					Printing Services: \$27,440	Printing Services: \$29,349	Printing Services: \$31,354
<p>All students have access to standards-aligned textbooks.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with</p>	1: Basic Services	<p>Computer Services staff oversee school and district technology:</p> <ul style="list-style-type: none"> <li>Infrastructure</li> <li>Staff workstations</li> <li>Educational Technology</li> </ul>	District-Provided Services to All Schools And District-wide		Computer Services: \$930,971		
	3: Parental Involvement				1.0 FTE SIS Technician		
	5: Student Engagement	<p>Computer Services staff manages instructional and business software applications including:</p> <ul style="list-style-type: none"> <li>Student information system</li> <li>Financial tools</li> </ul>			3.00 FTE Computer Technicians	Computer Services: \$947,219	Computer Services: \$964,279
					Typing Software		
					Math Fluency Software		
					Literacy		

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					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
“Excellent” or “Satisfactory” attendance to 80% by 2019-20		<ul style="list-style-type: none"> <li>Purchasing tools</li> <li>HR tools</li> <li>District website</li> <li>Blackboard Connect</li> <li>A2A (Attention to Attendance)</li> </ul>			Coaches’ Laptops		
<p>Increase the number of schools whose Overall School Facility Conditions Repair Status is either “Exemplary” or Good” to 16 by 2016-17</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>6: School Climate</p>	Staff from Theater and Facilities Operations and Maintenance and Operations ensure students, staff and the community have access to clean and safe facilities.	District-Provided Services to All Schools		<p>Theater &amp; Facilities Operations: \$520,785</p> <p>Facility Maintenance Operations: \$1,549,898</p> <p>Ongoing and Major Maintenance Program: \$3,542,705</p> <p>3.0 FTE Lead Custodians 9.13 FTE Night Shift Custodians</p>	<p>Theater &amp; Facilities Operations: \$537,423</p> <p>Facility Maintenance Operations: \$1,600,285</p> <p>Ongoing and Major Maintenance Program: \$3,628,591</p>	<p>Theater &amp; Facilities Operations: \$554,894</p> <p>Facility Maintenance Operations: \$1,653,192</p> <p>Ongoing and Major Maintenance Program: \$3,718,772</p>
<b>Total:</b>					\$91,865,965	\$93,424,056	95,035,624

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<b>Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures and/or Services</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p><i>Note: The number of foster youth district wide &lt; 30.</i></p>	Foster Youth	For Foster Youth: Provide training	Targeted to Foster Youth		<i>Services:</i>  Train administrative and counseling staff on foster youth issues and monitoring practices.  Develop Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.  Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.	<i>Services:</i>  Train administrative and counseling staff on foster youth issues and monitoring practices.  Monitor Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.  Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.	<i>Services:</i>  Train administrative and counseling staff on foster youth issues and monitoring practices.  Monitor Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.  Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.
					<i>Services:</i>  Develop and monitor individual learning plans for ELs and LTELs.  Employ universal	<i>Services:</i>  Monitor individual learning plans for ELs and LTELs.  Employ universal screening and progress	<i>Services:</i>  Monitor individual learning plans for ELs and LTELs.  Employ universal screening and progress

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<b>Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures and/or Services</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p>	<p>Priority 4: Student Achievement</p> <p>Priority 8: Student Outcomes (Other)</p>	<p>Monitoring fields in SIS</p> <p>Interventions</p> <p>ELD curriculum alignment with CCSS</p> <p>Classroom support</p>			<p>screening and progress monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Develop monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide</p>	<p>monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide leadership and instructional training to AVID staff related to recruitment and support of LTELs.</p>	<p>monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide leadership and instructional training to AVID staff related to recruitment and support of LTELs.</p>



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<b>Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures and/or Services</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
					<p>leadership and instructional training to AVID staff related to recruitment and support of LTELs.</p> <p><i>Expenditures:</i></p> <p>Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Add ELD pacing to district CCSS ELA curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>	<p>support of LTELs.</p> <p><i>Expenditures:</i></p> <p>Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Revise ELD pacing and curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>	<p><i>Expenditures:</i></p> <p>Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Revise ELD pacing curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>

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<b>Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures and/or Services</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
					Training PD leaders and Literacy coaches in Thinking Maps. LCFF SG: \$93,000 CCSS: \$24,000		
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p>	2: Student Outcomes (Standards)	<p>For low income students:</p> <p>Provide professional development</p> <p>Increase intervention services as needed (frequency, duration, etc.)</p> <p>Increase parent engagement</p> <p>Reduce class ratios</p>	<p>Targeted services to low income students</p> <p>Title I Schools, JAMS</p>		<p><i>Services:</i></p> <p>Train certificated and classified staff on cultural proficiency and parent engagement.</p> <p>Communicate in multiple ways and frequency to increase parent academy attendance.</p> <p><i>Expenditures:</i></p> <p>Work with community liaisons to reach out specifically to low-income parents.\$499,262 from LCFF; \$111,200 from Supplemental Grant;</p>		

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
					Provide interventions during the school day or after school specific to student needs. VSS, Title I, SFA (Amounts dependent on SPSA) Reduce staffing ratios JAMS, Edison, Rogers, McKinley and Muir. \$XXX from LCFF		

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<b>Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students</b>							
<b>Goal</b>	<b>State Priority</b>	<b>Action and Services</b>	<b>Service Level</b>	<b>Annual Update: Review of Actions</b>	<b>Expenditures and/or Services</b>		
					<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU's (a-g rate) to 75% by 2019-20</p> <p>Increase college and career readiness rates (SBAC)</p>	<p>Priority 2: Student Outcomes (Standards)</p> <p>Priority 4: Student Achievement</p> <p>Priority 8: Student Outcomes (Other)</p>	<p>For redesignated fluent English proficient students:</p> <p>Professional development</p> <p>Monitor RFEP progress</p> <p>Provide interventions</p>	<p>Targeted to RFEP students</p>		<p><i>Services:</i></p> <p>Provide training on monitoring requirements.</p> <p>Develop RFEP monitoring fields in SIS and provide annual training in their use.</p> <p>Communicate in multiple ways and frequency to increase parent academy attendance.</p> <p><i>Expenditures:</i></p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p>		

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3C. The unduplicated count used for the 2014-15 budget was 3,265 (28.36%), and the projected student enrollment is 11,513. Student enrollment includes about 8.6% English Learners, 28.3% low-income students and less than twenty foster youth. Given the low proportions of these subgroups, services are generally district-wide in nature, with two notable exceptions. 1) Class size is reduced at Title I elementary schools and their feeder middle school. 2) Additional professional development funds are allocated to one high school due to diversity climate issues.

The table below itemizes gap funding through the 2016-17 school year.

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Annual Percentage Gap Funding	11.78%	28.06%	30.39%	19.50%
Target Funding	90,828,527	92,058,458	93,962,423	96,094,274
Annual Gap Funding	2,796,742	6,128,753	5,360,939	2,802,965
Base Grant Target Funding	81,680,705	82,793,947	84,529,876	86,473,471
Base Grant % of Total Target	89.93%	89.94%	89.96%	89.99%
Gap Funds Based Grant	2,515,067	5,511,972	4,822,774	2,522,337
CSR Target Funding	2,301,609	2,345,656	2,394,838	2,450,041
CTE Target Funding	788,445	794,758	811,418	830,045
CSR % of Total Target Funding	2.53%	2.55%	2.55%	2.55%
CTE % of Total Target Funding	0.87%	0.86%	0.86%	0.86%
Gap Fund CSR: Based on Percentage	70,870	156,161	136,635	71,465
Gap Fund CTE: Based on Percentage	24,277	52,911	46,295	24,212
Supplemental Target	4,807,738	4,874,067	4,976,261	5,090,686
Supplemental % of Total Target Funding	5.29%	5.29%	5.30%	5.30%
Gap Funds Supplemental	148,037	324,489	283,916	148,490

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3D. The chart below illustrates how the minimum proportionality percentage was computed for 2014-15. 2.59% is the rate at which the district must meet/exceed to increase or improve services to unduplicated students as compared to services provided to all students. The 2014-15 budget for the supplemental grant funding is including in the budget for transparency.

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
TOTAL LCFF FUNDING	76,345,612	81,682,892	84,523,058
GAP FUNDING %	28.06%	30.39%	19.50%
FULL IMPLEMENTATION:			
LCFF FUNDING TARGET	92,058,458	93,962,423	96,094,274
SUPPLEMENTAL TARGET	4,874,067	4,976,261	5,090,686
PRIOR YEAR LCFF FUNDS EXPENDED ON UNDUPLICATED	785,233	1,930,107	2,855,833
GAP BETWEEN PRIOR YR EXP. AND TARGET SUPPLEMENTAL	4,088,834	3,046,154	2,234,853
ESTIMATED SUPPLEMENT FUNDING IN THE LCAP YEAR	1,144,874	925,726	435,796
FUNDING GAP 28% IN 2014-15			
DISTRICT TOTAL ESTIMATED SUPPLEMENTAL GRANT	1,930,107	2,855,833	3,291,629
		925,726	435,796
DISTRICT BASE FUNDING IN THE LCAP YEAR	74,415,505	78,827,059	81,231,429
MINIMUM PROPORTIONALITY PERCENTAGE	<b>2.59%</b>	3.62%	4.05%

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Appendix A: Supplement Grant Budget 2014-15

<b>Item Description</b>	<b>Cost</b>
AVID Training	\$27,139
AVID Tutors	\$12,000
Advanced Placement Fee Reimbursement	\$2,000
Child Welfare and Attendance (0.5 FTE)	\$51,750
ELD Coaches, Bilingual Instructional Assistants	\$785,233
Community Liaisons	\$111,200
Equity and Access Training for Advanced Placement Courses	\$24,000
Literacy Coaches	\$408,000
Literacy Coach Technology	\$18,000
IISS (Expand from 2-5 to 1-6) Staffing	\$68,852
IISS (3 Literacy Coaches)	\$34,426
IISS Paraprofessionals/RTII	\$42,243
Math Fluency Software (Reflex Math)	\$44,200
Professional Development (ELD, Thinking Maps, PLC, etc.)	\$173,000
Restorative Justice (Samohi)	\$35,000
RTII Universal Screening/Progress Monitoring Software	\$38,000
School Smarts	\$34,000
STEM Planning and Training	\$70,000
Typing Software	\$3,600
<b>Total:</b>	<b>\$1,982,644</b>

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Appendix B: Acronyms

A2A	Attention to Attendance
A	Asian
AA	African American/Black
BY	Benchmark Year
CCSS	Common Core State Standards
FTE	Fulltime Equivalent
H/L	Hispanic/Latino
LCFF	Local Control Funding Formula
PAS	Physical Activity Specialist
SG	Supplemental Grant
LTEL	A student in grade 6 -12 who has been an EL for more than 6 years (Additional requirement by State is “at the same CELDT level for 2 or more years)
NC	Not collected
W	White
SED	Socio-economically disadvantaged
SFA	School Formula Account (discretionary, formerly Tier III)
SIS	Student Information System (Illuminate)
SWD	Students with disabilities
VSS	Vision for Student Success



TO: BOARD OF EDUCATION

ACTION/MAJOR

08/13/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: RECOMMENDATION FROM BOARD SUBCOMMITTEE OF APPOINTMENTS  
TO FILL VACANCIES ON THE FINANCIAL OVERSIGHT COMMITTEE (FOC)

RECOMMENDATION NO. A.30

After conducting a thorough application review and interview process, the Board subcommittee unanimously recommends that the Board of Education approve the appointments of Mr. Craig Foster, Mr. Jon Kean, Mr. Paul Silvern, Ms. Shelly Slaugh Nahass, and Mr. Manuel Sweetmore to fill vacancies on the Financial Oversight Committee (FOC).

COMMENT: David Vukadinovich, one of the FOC members whose term expires June 30, 2015, submitted his resignation on May 9, 2014. A press release announcing how members of the public can apply to serve on the FOC was sent on May 9, 2014, with completed applications due to the Superintendent's office by June 6, 2014. A total of eight (8) applications were received and considered. Three (3) of the applications were submitted by current FOC members and a subcommittee of the FOC interviewed each of the other five (5) applicants.

At the July 31, 2014 FOC meeting, the committee voted [Ayes (6), Noes (0), Absent (4)] and passed a motion to recommend Mr. Craig Foster, Mr. Jon Kean, Mr. Paul Silvern, Ms. Shelly Slaugh Nahass, and Mr. Manuel Sweetmore to the Board for consideration of appointment to the FOC.

On the evening of the Board meeting, the Board should determine by lottery the one (1) appointment to the term expiring on June 30, 2015 and four (4) appointments to the terms expiring on June 30, 2017.

Term Ends 6/30/15	Term Ends 6/30/16	Term Ends 6/30/17
Gordon Lee	Tom Larmore	Craig Foster
Cynthia Torres	Joan Krenik	Jon Kean
Manual Sweetmore	DeAndre Parks	Paul Silvern
	Peter Lippman	Shelly Slaugh Nahass

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*The board agreed draw names by lot to assign a new applicant to the one-year term. Following the drawing of names, Manuel Sweetmore was appointed to the one-year term; all others to the four-year terms.*

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 2 (Allen, Escarce)



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## **INFORMATION ITEMS**



TO: BOARD OF EDUCATION

INFORMATION

08/13/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / MARK KELLY

RE: REVISION TO AR 5144.1 – SUSPENSION AND EXPULSION/DUE PROCESS

INFORMATION ITEM NO. I.01

This is to inform the Board of Education that AR 5144.1 – Suspension and Expulsion/Due Process has been revised.

COMMENTS: The proposed revision to BP 5144.1 and revisions to AR 5144.1 reflect implementation of AB 1729, which changed sections of the Education Code to allow for implementing and documenting alternative means of correction. AB 1729 also restricts administrators from suspending students for first-time violations of some sub-sections of Education Code 48900, unless the student poses a threat or danger to person(s). Additionally, the revisions reflect changes to specific sections of Education Code 48900; specifically 48900(r) on bullying, including bullying by an electronic act. The proposed revisions and updates to BP and AR 5144.1 reflect implementation of changes to the Education Code required by AB 1729. Additionally, the proposed revisions are aligned to recommended changes suggested by CSBA.

The Board was informed as to how AB 1729 changed the Education Code regarding student discipline at its November 17, 2013, meeting.

This regulation came forward for discussion at the July 16, 2014, board meeting. Changes to the corresponding BP can be found under Consent in this agenda.

**SUSPENSION AND EXPULSION/DUE PROCESS****Definitions**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Education for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

~~Student includes a student's parent/guardian or legal counsel. (Education Code 48925)~~

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code ~~48900(t)~~ 48900 (u))

**Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. (Education Code 35291, 48900.1, 48980)

**Grounds for Suspension and Expulsion**

~~A student may be subject to suspension or expulsion when it is determined that he/she:~~

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))  
  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #21-23 below), that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with



his/her disability. (Education Code 48900(r))

19. Aided or abetted in the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31. (Education Code 48900 (t))

~~18.~~ 20. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

~~19.~~ 21. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

~~20.~~ 22. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, ethnicity, color, religion, ancestry, national origin, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the person; or in the person's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

~~21.~~ 23. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

~~22.~~ Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

~~Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)~~

~~Electronic act means the transmission of a communication, including, but not limited to,~~

~~a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)~~

~~A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including, but not limited to, the following circumstances: (Education Code 48900)~~

- ~~1. While on school grounds~~
- ~~2. While going to or coming from school~~
- ~~3. During the lunch period, whether on or off the school campus~~
- ~~4. During, going to, or coming from a school-sponsored activity~~

~~The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(u))~~

~~Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.~~

### **Removal from Class by a Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day ~~for any act~~ for acts specified in Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

~~A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)~~

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presences of the student at school, ~~The student he/she~~ shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible after the teacher decides to remove the student, ~~the teacher~~ he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may ~~be placed in any~~ continue to attend other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may ~~provide that~~ require the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall ~~also~~:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. ~~Ask~~ Direct the parent/guardian to meet with the principal or designee after the visit and before leaving school, ~~as required by Education Code 48900.4~~
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent him/her from complying with the attendance requirement

### **Suspension by Superintendent, Principal, or Principal's Designee**

~~The Superintendent or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)~~

The Superintendent, ~~or~~ principal or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), ~~at another person~~
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above Penal Code 243.4
5. Possession of an explosive as defined in 18 USC 921

~~Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)~~

In addition, the Superintendent, principal or designee ~~Suspension also may be imposed~~ may impose suspension upon a first offense if ~~the Superintendent or principal~~ he/she determines that the student violated any of items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons, ~~or property or threatens to disrupt the instructional process.~~ (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

### **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

~~A student may be suspended from school for not more than 20 school days in any school year, unless, for purposes of adjustment, the student~~ However, when a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for, in which case suspension shall not exceed not more than 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. The district may count suspension that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any given year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

~~The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)~~

### **Due Process Procedures for Suspension**

Suspensions shall be ~~initiated~~ imposed according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or principal's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the ~~student's~~ right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

~~While~~ Although the parent/guardian is required to respond without delay to a request for a conference about ~~a~~ his/her student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

## **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or ~~Principal's Designee~~" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

## **Supervised Suspension Classroom**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

## **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(i))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

~~The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer, or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (c))~~

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled, upon the recommendation of the Superintendent, principal or designee, only if the Board makes a finding of either or both of the following: (Education 48915 (b))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Mandatory Recommendation for Expulsion**

#### **Superintendent, Principal, or Designee's Authority to Recommend Expulsion**

~~Unless the principal, Superintendent, principal or designee finds~~ determines that expulsion is ~~inappropriate due to particular circumstances, the principal or the Superintendent or designee should not be recommended under the circumstances or that an alternative means of correction would address the conduct,~~ he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g); ~~explosive,~~ or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of an over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend expulsion of a student, the Superintendent, principal or designee shall act as quickly as possible to ensure that the student does not lose instructional time (Education Code 48915)

### **Mandatory Recommendation and Mandatory Expulsion**

The ~~principal,~~ Superintendent principal or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence  
  
However, possession of an imitation firearm, as defined in Education Code 48900(m) shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above in Penal Code 261, 266c, 286, 288, 288a, 289, or committing sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

~~The student is entitled to a hearing to determine whether the student should be expelled.~~ Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent, principal or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion" ~~has occurred~~. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))



## **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

## **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

### **Additional Notice of Expulsion Hearing for Foster Youth**

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such objection shall be final and binding (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining

witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

~~6. Decision Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))~~

~~7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))~~

6. The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed (Education Code 48918(a))

### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing" including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

~~The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))~~

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

## **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed ~~in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915~~ under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

## **Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code

48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j)).
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any actions by students regarding or the possession, sale or furnishing of firearms, explosives, or other dangerous weapons of weapons or firearms in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available, and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and ~~#20-22~~ #21-23 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)



No student shall be denied readmission into the district solely based on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system (Education Code 48645.5)

### **Maintenance of Records**

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

### **Outcome Data**

~~The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)~~

- ~~1. The number of students recommended for expulsion~~
- ~~2. The specific grounds for each recommended expulsion~~
- ~~3. Whether the student was subsequently expelled~~
- ~~4. Whether the expulsion order was suspended~~
- ~~5. The type of referral made after the expulsion~~
- ~~6. The disposition of the student after the end of the expulsion period~~

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

INFORMATION

08/13/14

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: REVISION TO AR 6146.2 – CERTIFICATE OF PROFICIENCY / HIGH SCHOOL  
EQUIVALENCY

INFORMATION ITEM NO. I.02

This is to inform the Board of Education that AR 6146.2 – Certificate of Proficiency / High School Equivalency has been revised.

COMMENTS: While the current policy is up-to-date and in line with CSBA recommendations, the administrative regulations are being updated to reflect minor changes in wording related to the provision of a parental consent form for the Certificate of Proficiency.

This regulation was discussed at the July 16, 2014, board meeting.

**CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY****Certificate of Proficiency**

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE). When announcements from the California Department of Education (CDE) or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

Any student may take the CHSPE if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

If a student receives the proficiency certificate, the district shall indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon his/her request with verified parent/guardian consent. (Education Code 48410)

The consent form shall be provided by the Superintendent or designee and shall contain at least the following information: (5 CCR 11522)

~~Upon request, the Superintendent or designee shall provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The form shall contain at least the following information: (5 CCR 11522)~~

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

## **High School Equivalency Certificate/GED**

Any person is eligible to take the General Educational Development test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**

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## **ATTACHMENTS**



ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Document: “Local Control and Accountability Plan: 2014-15: Version 12.0” (*associated with Item No. A.29*)





Look at page 14

LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15  
Version 12.0

Section 2: Goals and Progress Indicators								
Identified Need and Metric	Description	Goal		Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
		Description	Subgroups or All		2014-15	2015-16	2016-17	
Teachers who are not HQ, need a prescriptive plan to remedy	All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.	All	All	2013-14: 98%	100%	100%	100%	1: Basic Services
CalPads								
Standards-aligned textbooks	Ensure all students have access to standards-aligned textbooks.	All	All	2013-14: 100%	100%	100%	100%	1: Basic Services
Facility Inspection Tool (FIT)	Increase the number of schools whose Overall School Facility Conditions Repair Status is either "Exemplary" or Good" to 16 by 2016-17	N/A	All	2013-14: 10	12	14	16	1: Basic Services
Proficiency in Literacy and Math	Increase the % of students proficient in math.	All	All	No data until 2014-15	Benchmark Year (BY)	BY + 2%	BY + 4%	2: Student Outcomes (Standards)
SBAC Assessments (3-8, 11)	Increase the % of students proficient in reading.	W	All					
	Increase the % of students proficient in technical literacy.	A	All					
	Increase proficiency in literacy in grades K-2.	H/L	All					
AIMSWeb (K-2)		AA	All					
		EL	All					
		SWD	All					
		SED	All					

# LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15

Version 12.0

## Section 2: Goals and Progress Indicators

Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
Need a district-wide method for measuring parent involvement and satisfaction K-12 Insight data	Increase the K-12 Insight LCAP survey parent participation rates.	All H/L AA		Survey Rates (Enroll %) All: 8 H/L: NC (30) AA: NC(6) (Ethnicity data not collected.) SWD: 6 (11) EL: 1 (9) SED: 1 (27)	All: 10 BY BY	All: 12 BY + 2 BY + 1	All: 15 BY + 4 BY + 2	3: Parental Involvement
		SWD EL SWD			7 2 3	8 3 5	8 3 5	
		All H/L AA EL SED SWD	All	All: 80% H/L: NC AA: NC EL: NC SED: NC SWD: NC <i>Note: Will collect subgroup data in 2014/15.</i>	81% BY BY BY BY BY BY	83% BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD	85% BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD BY+TBD	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15**  
Version 12.0

Section 2: Goals and Progress Indicators							
Identified Need and Metric	Goal		Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All		2014-15	2015-16	2016-17	
Gaps in CCR rates			2012-13				
UC/CSU a-g rate (access)	Increase the percent of students who qualify for admission to UC/CSU's (a-g rate) to 75% by 2019-20	All W A H/L AA SED EL Male Female	All: 68% W: 71% A: 75% H/L: 63% AA: 52% SED: 57% EL: 22% M: 65% F: 70%	69% 72% 75% 65% 56% 60% 31% 67% 71%	70% 72% 75% 67% 60% 63% 40% 68% 72%	72% 73% 75% 69% 64% 66% 49% 70% 73%	4: Student Achievement
EAP-SBAC (academic readiness)	Increase college and career readiness rates (SBAC).	All	N/A Until 6/15	BY	BY + 2%	BY + 4%	
Significant numbers of students are absent 9 or more days during the school year; gaps in graduation rates	Decrease the chronic and sever chronic absent rates to 9% by 2016-17.  Increase the percentage of students with "Excellent" or "Satisfactory" attendance to 80% by 2019-20.	All  All W A H/L AA EL SWD SED	2012-13 11%  All: 61% W: 61% A: 72% H/L: 57% AA: 55% EL: SWD: SED:	10%  64% 64% 73% 61% 59% EL: BY SWD: BY SED: BY	9.5%  67% 67% 75% 65% 63% EL: SWD: SED:	9%  70% 71% 76% 69% 68% EL: SWD: SED:	5: Student Engagement
A2A data	Maintain an expulsion rate of < 1%.	All	0.03%	< 1.0%	< 1.0%	< 1.0%	
CDE Dataquest dropout rates	Maintain an eighth grade drop-out rate of < 1%.	All	0.44%	< 1.0%	< 1.0%	< 1.0%	

# LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15

Version 12.0

## Section 2: Goals and Progress Indicators

Identified Need and Metric	Goal		Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All		2014-15	2015-16	2016-17	
Need to decrease suspension rates and employ alternatives to suspension	Decrease the high school drop-out rate to 3% by 2019-20.	Instead of graduation rate...	2012-13 W: 2.7% A: 0% H: 4.8% AA: 6.7% EL: 11.1% SWD: 6% SED: 5% Males: 4.3% Females: 2.7%	2.7% 0% 4.5% 6.1% 9.8% 5.8% 4.5% 4.1% 2.7%	2.7% 0% 4.2% 5.5% 8.4% 5.3% 4.2% 3.9% 2.7%	2.7% 0% 3.9% 4.9% 7.1% 4.7% 3.9% 3.7% 2.7%	
			2012-13 Susp. % (Enroll. %)	0%			
			H/L: 34 (30) AA: 20 (6) SED: 51 (27) SWD: 35 (11)	33 18 47 31	33 15 43 27	32 13 39 23	
			All				
CDE DataQuest Suspension Data	Increase the percentage of students who report "very much true" or "pretty much true" about having "an adult at school who cares about them" to 75%	7 <sup>th</sup> Grade 9 <sup>th</sup> Grade 11 <sup>th</sup> Grade	2012-13 7 <sup>th</sup> : 69% 9 <sup>th</sup> : 63% 11 <sup>th</sup> : 70%	71 67 72	73 71 73	75 75 75	6: School Climate
			2012-13 7 <sup>th</sup> : 76% 9 <sup>th</sup> : 72% 11 <sup>th</sup> : 79%	77 75 79	78 78 80	80 80 80	
			All				
Gaps in enrollment in rigorous courses	Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.	All	2013-14 AP Enroll. % (Enroll. %)				7: Course Access

**LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15**  
Version 12.0

Section 2: Goals and Progress Indicators								
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
AP enrollment AP exam results	Increase the AP Exam rate (Grades 11 & 12) of 3's, 4's and 5's to 78%.	H/L AA SED  All	All	H/L: 24 (33) AA: 4 (7) SED: 23 (30)  2011-12 75%	26 4 24  76%	27 5 25  77%	29 5 27  78%	
High failure rate in secondary math classes	Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.	All	All middle and high schools	25%	20%	15%	10%	8: Student Outcomes (Other)
Final grades.								
No district-wide plan for tracking FY progress	Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate. <i>Note: The number of foster youth district wide &lt; 30.</i>	TK-5 FY 6-8 FY 9-12 FY	All	0%	50%	75%	100%	Foster Youth
LTELs not making sufficient progress toward proficiency in English	Increase the percentage of ELs who reclassify to RFEP.			2012-13 6.8%	8%	10%	12%	
District Reclassification Criteria, CELDT	Decrease the percentage of ELs who are classified as LTEL to 18%.	ELs	All	2013-14 23%	22%	20%	18%	English Learners

LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15  
Version 12.0

Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students						
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services	
					2014-15	2015-16
<p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p><i>Note: The number of foster youth district wide &lt; 30.</i></p>	Foster Youth	<p>For Foster Youth: Provide training</p>	<p>Targeted to Foster Youth</p>	<p>Added</p>	<p>Services:</p> <p>Train administrative and counseling staff on foster youth issues and monitoring practices.</p>	<p>Services:</p> <p>Train administrative and counseling staff on foster youth issues and monitoring practices.</p>
					<p>Services:</p> <p>Develop Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.</p>	<p>Services:</p> <p>Monitor Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.</p>
					<p>Services:</p> <p>Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.</p>	<p>Services:</p> <p>Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.</p>
<p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>	<p>English Learners</p> <p>Priority 2: Student Outcomes (Standards)</p>	<p>Individual Learning Plans</p> <p>Professional Development</p> <p>Classroom Learning Walks</p>	<p>Targeted to English Learners (Immigrant and LTELs)</p>	<p>Added</p>	<p>Services:</p> <p>Develop and monitor individual learning plans for ELs and LTELs.</p>	<p>Services:</p> <p>Monitor individual learning plans for ELs and LTELs.</p>
					<p>Services:</p> <p>Employ universal screening and progress</p>	<p>Services:</p> <p>Employ universal screening and progress</p>

# LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15

Version 12.0

Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
Increase the % of students proficient in math.	Priority 4: Student Achievement	Monitoring fields in SIS  Interventions		screening and progress monitoring tools to track EL progress.	monitoring tools to track EL progress.	monitoring tools to track EL progress.	
Increase the % of students proficient in reading.	Priority 8: Student Outcomes (Other)	ELD curriculum alignment with CCSS		Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.	Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.	Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.	
Increase the % of students proficient in technical literacy.		Classroom support		Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.	Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.	Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.	
Increase proficiency in literacy in grades K-2.				Develop monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.	Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.	Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.	
Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.				Provide	Provide leadership and instructional training to AVID staff related to recruitment and	Provide leadership and instructional training to AVID staff related to recruitment and support of LTELs.	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15**  
**Version 12.0**

Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
					leadership and instructional training to AVID staff related to recruitment and support of LTELs.  <i>Expenditures:</i> Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233  Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)  Add ELD pacing to district CCSS ELA curriculum guide. CCSS (Number of subs depends on number of teachers who participate)	support of LTELs.  <i>Expenditures:</i> Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233  Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)  Revise ELD pacing and curriculum guide. CCSS (Number of subs depends on number of teachers who participate)	<i>Expenditures:</i> Bilingual IA's provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233  Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)  Revise ELD pacing curriculum guide. CCSS (Number of subs depends on number of teachers who participate)



## Version 12.0

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**LOCAL CONTROL AND ACCOUNTABILITY PLAN: 2014-15**  
**Version 12.0**

Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students						
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services	
					2014-15	2016-17
					Provide interventions during the school day or after school specific to student needs. VSS, Title I, SFA (Amounts dependent on SPSA) Reduce staffing ratios JAMS, Edison, Rogers, McKinley and Muir. \$XXX from LCFF	